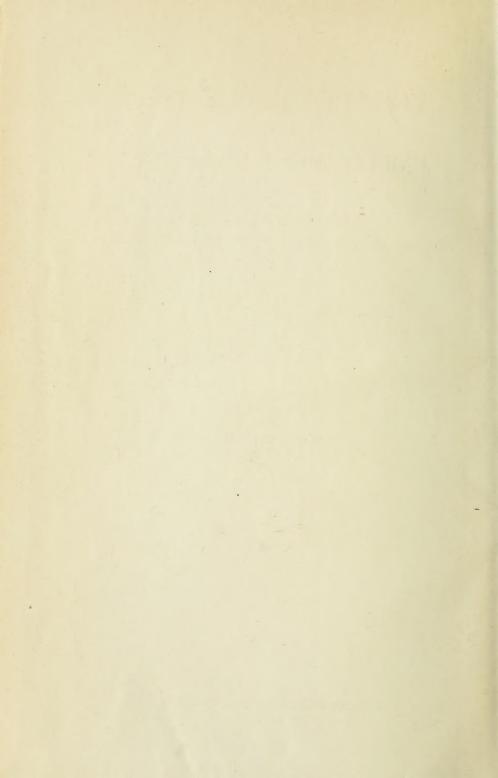


VOCATIONAL GUIDANCE AND EMPLOYMENT PRACTICE

EDW. L. HALL



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VOCATIONAL GUIDANCE

AND

EMPLOYMENT PRACTICE

IN THE

NORTH AMERICAN
YOUNG MEN'S CHRISTIAN ASSOCIATIONS

30.

BY

EDWARD LEVERICH HALL

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the Faculty of Philosophy, Columbia University.

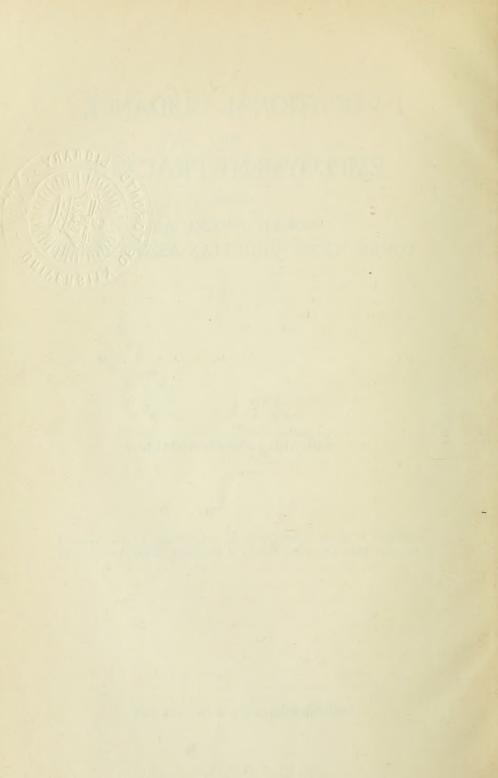


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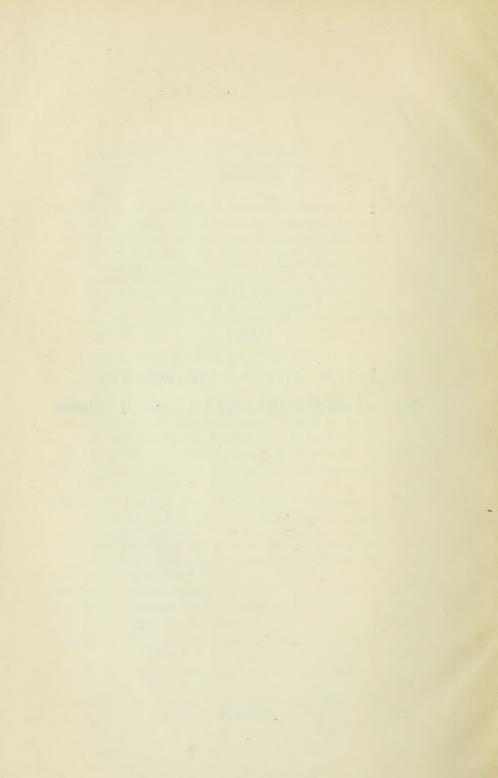
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PART I.

A NEW WORLD TASK FOR THE
YOUNG MEN'S CHRISTIAN ASSOCIATIONS



CHAPTER I.

INTRODUCTION.



CHAPTER I. INTRODUCTION.

Purpose and scope of this study. Method of research. A criticism of existing methods of research.

The Association and a fundamental need.

THE PURPOSE AND SCOPE OF THIS STUDY.

An examination of many publications treating with vocational guidance and employment will indicate that the approach has been largely, if not almost entirely, to convince the public on one hand of the great need in this new industrial era for counseling youth to choose the right career, and on the other the importance for industry to make scientific analysis of its processes in order to effect greater saving and profit by reducing the cost of its labor turnover.

The emphasis has been upon the need rather than the technique. It has been the purpose, therefore, of this treatise to assemble the methods which are being used in the North American Young Men's Christian Associations in such a way as to furnish a handbook of up-to-date experience for those who would seek to initiate vocational guidance work, or to improve their present methods.

The average social worker who believes that this thing ought to be done, is confronted with a mass of apparently unrelated material which he cannot fit together. One hears of some Association that employes a character analyst to furnish vocational guidance, and of other Associations employing psychologists in their vocational bureaus, and is confused as to the value of either method, or the technique employed. On turning to present day publications on the subject, one finds that no book attempts a survey of actual methods being used and the reader is left in the

dark over the adoption of any particular plan as constituting the best procedure of the day.

Those responsible for the movement in vocational guidance, must not however, be blamed for this situation for two reasons, the first being that organized effort along this line is but a few years old, although the efforts of mankind to seek satisfactory occupations are as old as man himself, and the second because the methods which have been developed have scarcely received a sufficient amount of experimentation to warrant any claim upon validity.

For the first time within the history of the North American Young Men's Christian Association it seemed possible to secure a handbook of methods which would form the basis for future study and improvement. The report of the United Y. M. C. A. Schools of June, 1921 gives the facts regarding the available field for research and investigation which has made this thesis possible:

During the past two years a large and significant employment and vocational service has been carried on for young men under the stimulation and direction of the Vocational Guidance work supervised by Prof. E. W. Weaver of the Educational Service Committee of the War Work Council. During this period, 56 vocational officers, cooperating with the central office, placed 17,656 ex-service men in positions of employment, and the 403 other officers doing work during the same period placed nearly as many ex-service men. This service has called for much counseling regarding vocational fitness, and has furnished a great laboratory for experiment and research in developing vocational guidance methods.

"35,000 ex-service men placed by this nation wide system of vocational offices constituted only about 40 per cent of the entire placement of the offices during this period. These widely scattered offices which are now being co-ordinated performed the highest grade of employment service that has been performed by any agency during the past year. Definite statistics which have been collected show that more than 60 per cent. of 70,000 ex-service men were placed in positions paying over twenty-five dollars per week, and 20 per cent. in positions paying over thirty-five dollars per week.

"Since the recruits who were handled by these officers go almost exclusively into office work, sales work, and business

promotion, it may be noted that these offices introduced men into the field of real opertunities only for these whose educational plans correspond with their several ambitions. The employment secretary must be able to work at such plans for his clients; so employment secretaries are preparing themselves to do this work. 162 have enrolled in the training course in Vocational Guidance, which is offered by the Extension Division.

The methods of handling these vertical flines is using developed by a series of actual experiments of which a supplete handbook of methods, embodying the past efforts of more than one hundred of the larger vocational films, is now being put into final form for the printers.

"A standard educational course for the Life Carrer Class has been completed and thoroughly tried and and will be available for the coming season.

"June, 1921, finds this branch of the service with an organized co-operative system through which 70,000 ex-service men have been related to civilian occupations, with a tried out standard Life Career Course of instruction; with a training course in vocational guidance in operation; and with a well developed and approved technique for vocational Guidance offices."

METHOD OF RESEARCH.

An investigation of this kind did not admit readily of statistical treatment as in the case of studies or questions at a quantitative nature. Such an approach, however, may be made in the future, after methods have become standardized and the personnel engaged in the promotion and experimental work within the Association has been trained in statistical measurements. Two methods have, in the main, been followed:

The first is generally characterized as historical. The practice and results of experimentation have been recorded from the large number of Associations engaging in the work some over a period of many years, during which time many revisions have been made in methods. There has resulted a certain degree of expertness due to experience. No one can gainsay the value of the actual work accomplished. The present treatment of this subject, therefore,

^{1.} See "A Goal Being Realized" - Page 28-June 1921.

with the exception of Chapters II and III, follows this line of investigation.

The second method of study has been that of personal interview with men from whom information was desired, rather than attempting to secure from this same group of men their written answers to a questionnaire. This procedure was followed in securing the information for Chapters II and III. It was adopted for the following reasons:

First, it was desired that each man thoroughly understand the questions asked. In practically every interview some one of the questions required interpretation or enlargement before a complete answer could be given.

Second, it was desired that each man answer every question, and not only those on which he felt some particularly valuable answer might be given. In other words, the range of thinking upon this subject from thirty random leaders representing different types of Association work, and all points of view as well as various age levels, was particularly desired regardless of their previous conclusions.

Third, to prevent each individual interviewed from making preparation in advance, he was not shown the questions. He did not, therefore, anticipate what was to be asked, as in the questionnaire method. It was desirable also to note whether or not one question led the man interviewed into a process of thinking which connected up with the entire set of questions.

Fourth, it was desired that there be the utmost freedom of expression which could be gained by a verbal rather than a written reply.

A CRITICISM OF EXISTING METHODS OF RESEARCH.

In Volume I of Thorndike's "Educational Psychology" is a valuable discussion of the methods of investigators in discovering original tendencies of human nature by a census of opinion. Dr. Thorndike points out that many students have surveyed concrete human—behavior—over—a—wide—range—by—distributing—printed

questions, compiling the gist of the testimony, and adding opinions based upon it and upon their own general experiences.

It was to avoid the difficulties of this method that I chose the procedure above outlined in collecting material for Chapters II and III, rather than resorting to the printed questions. I was accompanied by an expert stenographer in each interview, and upon the statement of the question by myself, the complete answer was taken down.

Dr. Thorndike shows that the value of whatever answers questionnaires give will depend upon the methods of collecting and treating the evidence which they compass. The more objective the research the more valuable it is. Objectivity in research connoted a certain standardized practice, and measurement of facts by standard instruments which can be employed by an ever-widening circle of experts. Subjectivity in research connotes what one individual thinks about himself or what another individual thinks about him, or any fact in question, and presents the dangers of inaccuracy, judgment depending upon many exterior conditions, and a lack of standard methods of measurement. One example of the subjective method of research is shown in asking a man of fifty how he felt about certain facts of life when he was about five years of age.

The method of printed questionnaires is thus one of general inquiry, selection from the replies, and naive acceptance of them at their face value. Its trustworthiness will vary with the topic, the questions, the answers, and the examiner of the answers. Some general principles, however, are sure, and may guide us in estimating the worth of the method in any single case:

First of all the ignorance of one thousand people is no better than that of one; truth cannot be manufactured from constant errors by getting a great number of them. No research can ever attain a reliability beyond that possessed by the data with which it starts. Adults even so well trained as college seniors, even in the simplest matters of present objective facts such as are involved in a question. How tall are you? make gross errors.

In the second place, the facts reported by individuals who respond to sets of printed questions need not.

and commonly will not, represent the true state of affairs in the group ostensibly studied. Questionnaires are commonly sent to 'those interested' and answered by only a limited number of those who receive them—namely by individuals to whom the questions especially appeal and who have something to report. The replies thus represent an extremely partial sampling in general. Moreover, of those who do reply, only a small number usually answer all the questions. In the case of any ne question, then, we get answers from a very few, probably from those who have a positive or emphatic answer. We can be sure beforehand that these replies will not give a representation of the facts that really exist. Here again it would be possible to correct the bias of the replies from such a selected group chosen quite at random, but this has never been done.

"In the third place the use of replies to questions involves the exercise of much personal opinion as to the meaning of each report. The statements finally used to inspire conclusions are thus a compound of the actual reports and the subjective bias of the compiler." ²

It is to be hoped that the methods used in vocational guidance and employment practice may at some future time receive statistical treatment. There is a fairly complex science of mental statistics which has been found extremely helpful in keeping out of pitfalls. This method presents one of the greatest advances for the study of human qualities that has yet been devised by science, and is based upon objective rather than subjective methods. Statistical study, where possible, is quite the opposite of study through the reports of possibly incompetent and prejudiced observers.

THE ASSOCIATION AND A FUNDAMENTAL NEED.

It is not an object of this thesis to attempt to prove that vocational guidance is demanded in the present industrial and economic era. It is safe to assume from all the past studies that have been made, and from the abundant proof of the human waste that goes on about us every day, that some definite plan for the prevention of this human waste is sorely needed.

However, a brief summary of statements from various authorities upon the question of this need is not out of place.

^{2.} E. L. Thorndike: "Educational Psychology"-Volume I Page 32ff.

At the convention in Atlantic City of the National Vocational Guidance Association in 1921 this need was summarized in the following statement as representing the point of view of educators whose problem is to deal with the growth and development of pupils in our public schools.

"Education is provided to enable pupils to understand their environment, and to extend, organize, and improve their individual and co-operative activities, and to prepare them for making more wisely the important decisions which they are called upon to make throughout life. Therefore schools and teachers can no longer neglect scientific guidance.

"Vocational life occupies one half of the waking time of active individuals and presents problems whose harmonious solution is essential for successful relationships in all fields of human activity. Much of the world's dissension to-day in ethical, political, international, and industrial affairs, is based upon lack of knowledge regarding duties and responsibilities in occupational relationships, and failure to synthesize individual and social activities in vocational life.

"Vecational guidance, either good or bad, is inevitable. No one can avoid the need for making occupational decisions, and modern life necessitates the influence upon human behavior of contacts and co-operation. Unwise and false guidance is gained through untrustworthy advertisements, suggestion, selfishness, ignorance, and other unscientific sources, if vecational guidance is not provided under competent supervision.³

The Business Administration Commission of Employed Officers of the North American Young Men's Christian Association in their recent findings report the problem in the following terms:

"The problem of employment is keener than ever because the wheels of commerce whirl so swiftly that misfits are a clog.

"Roger Babson, the authority on business conditions, says that 'nine-tenths of the suffering in this world comes from square pegs trying to fit round holes.'

"Harrington Emerson, the efficiency expert, says that in some firms he found as many as 75% of those employed were misplaced and not fitted for the work which they were doing.

Circular released April 16th, 1921 on "Principles of Vocational Guidance." adopted by the National Vocational Guidance Association.

"If this is true, then here is our opportunity to help get young men started right." 4

Numerically, the national problem facing the country for both wage-earning boys and girls, is stated by Dr. Reed as follows:

- "(1) 17,300,204 boys and girls 5-20 years of age, inclusive, who are potential wage-earners, i.e., attending school, and are, therefore, in need of all phases of vocational guidance—educational guidance, occupational guidance, and ultimately, placement, and it also comprises the 6,557,472 actual wage earners, or
- (2) 5.094,678 boys and girls 14-20 years of age, inclusive, who are potential wage earners in addition to the 6,557,472 actual earners, or
- (3) The wage-earning group of 6,557,472, or of 7,453,448 if we include children under 14 years of age.

If half of the totals named above are boys, the area of responsibility which all organizations working for boys, including the Young Men's Christian Association, must assume, would include on the basis of Dr. Reed's figures 8,650,102 boys under twenty years of age who are potential wage-earners, attending school, and therefore in need of all phases of vocational guidance and ultimately placement; and 2,547,339 boys of fourteen to twenty years of age who are potential wage-earners; in addition to the wage-earning group of 3,378,736 boys over fourteen years of age who are actual wage-earners.

Statistics show that $51_{10}^{3}\%$ of our total youthful population between fourteen and twenty-one years of age, is now in wage-earning occupations. This group indeed challenges the resources of the nation if vocational adjustment is to be their lot. In other words, if the $48_{10}^{5}\%$ of our population from fourteen to twenty-one years of age, who are assumed to be in school, were undertaken as the field of the school system itself in matters of vocational guidance, there would still be a larger percentage of young people of that age in this country, who are in need of vocational guidance, not being card for by the school officials.

Report of Business Administration Commission, Employed Officers' Conference - Detroit -1919 - page 85.

^{5 &}quot;Junior Wage Earners," Dr. Anna Y. Reed, page 7, 1920.

It can safely be assumed that until a young man is twenty-one years of age he is not necessarily settled in his vocation. Below that age limit the problem of vocational guidance becomes one of adjustment rather than readjustment.

Who shall claim, too, the field of responsibility for those millions of men, who are in need of readjustment in their vocation? Indeed, a statistical study of our population presents a great challenge to the Young Men's Christian Association.

Perhaps the problem of occupational guidance can better be understood by using a smaller figure than that mentioned above. Suppose we take, for instance, a city of 100,000 population, or a sector of a large American city containing 100,000 people. For each 100,000 of the population, statistics show that there are approximately 7,000 males who are over fourteen years of age and under twenty-one.

Professor E. W. Weaver indicates the following important facts in regard to this situation:

First, that nearly 1,000 of this number have not even finished the elementary schools.

Second, that 2,000 of this number will, for the most part, drift about in meaningless employments and about the age of eighteen years find themselves in the ranks of casual laborers who in ordinary times are of little value as profitable assets to the community.

Third, that out of this group of 2,000 there will be 200, perhaps, who at the age of eighteen years or thereafter will have developed ambitions to make something of themselves, and take advantage of training courses, if suitable courses were available.

Fourth, looking over again the entire group of 7,000 we will find approximately 1,500 in manufacturing cities, and 2,000 in commercial cities who will continue upon some kind of formal instruction up to the age of eighteen, and from this group will be supplied the recruits for the well-to-do leisure class, the professional workers, and most of the government employees.

Fifth, there then remains in a city of 100,000 population from

3,000 to 3,500 young men between the ages of fourteen and twentyone whose industrial efficiency will depend upon the right combination of graded employments and properly correlated courses of
instruction during the years of their minority. It is safe to assume
that during their minority each one of these 3,500 young men
changes his job at least twice a year, so there are perhaps some
7,000 opportunities presented to the Vocational Bureau official to
whom these boys come for assistance. Each one of these
occasions presents an opportunity to give a fair warning, to provide
the right directions and to supply adequate incentives to insure
advancement.

Sixth, in a city of 100,000 population there are approximately 3,000 retailers and wholesalers, and other independent business men, mostly beyond middle age, and ordinarily from 200 to 250 of these men must be replaced every year. The men who make these replacements are drawn in about equal numbers from those who have received a complete education up to the age of eighteen and those who have gone into skilled trades or into office or sales work with an elementary school education, and offer an added opportunity for special training just prior to their taking the place of independent business men. This group needs instruction of a different type and by a different kind of instructor than a crowd of boys. ⁶

^{6.} Prof. E. W. Weaver "American Youth"-September 1920.

CHAPTER II.

THE NEED FOR A GENERAL THEORY OR PHILOSOPHY OF ASSOCIATION WORK.



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THE NEED FOR A GENERAL THEORY OR PHILOSOPHY OF ASSOCIATION WORK.

Has the Association morement a philosophy? A summary of riews expressed by Association leaders as to the philosophy of the morement. Fundamental approach to the statement of Association philosophy.

HAS THE ASSOCIATION MOVEMENT A PHILOSOPHY?

The question was asked thirty representative Association officials during the past year: Is there a philosophy of the Young Men's Christian Association, and, if so, how would you state it?

This question was asked for the following reason: It has frequently been said and generally recognized that the Association secretary is primarily a promoter rather than a thinker. If the movement, therefore, is to grapple with the problem of vocational guidance and readjustment and all that is involved in the modern scientific attitude toward the selection of a life work, it is important that we think through our fundamental conceptions.

That the Association has an unwritten philosophy was the unanimous opinion of each secretary interviewed, but it was likewise felt that this philosophy was not sufficiently developed or at all carefully stated. The general temper of reaction to this question was that Association secretaries are men of action rather than thought and that a philosophy has been developed as action made it necessary. This is largely due to the nature of the

This group included International, State and local secretaries engaged in the following: 4 in personnel, 4 in educational, 6 in general local, 3 in general supervisory, 4 in employment, 2 in student, 4 in boys, 2 in industrial, and 1 in county work.

vocation. The secretaryship is a vocation of the technician rather than that of the philosopher, and his work results in expression and activity rather than a statement of theory.

There were those interviewed who felt a danger of confusing the word "philosophy" with that of "program." The fact that the movement has no written philosophy, save what one might find in different addresses that have been made from time to time upon specific themes, does not mean that there is not a philosophy fairly well accepted by a large majority of the secretariate, although possibly unknown except in part by members of the Boards of Directors.

While there was unanimous agreement that there is an unwritten and unstated philosophy of the movement, there was not a general agreement as to what it was. This may be accounted for by the fact that each individual has his own point of view regarding life. He has his own motives in promoting his particular field of work, and his outlook upon the entire Association movement is largely determined by his intimate knowledge of the special activities in which he is engaged.

The men interviewed numbered among them those inclined to accept all practices of the past on the faith that they were good and those of a more scientific temper of mind who are not willing to accept anything that is being done without a most critical analysis of it, and yet with these large individual differences of opinion in regard to the fundamental tendencies and goals of Association work, there was that which is common to all, namely, the idea of service to men and boys. With but one exception, no mention was made of any religious creeds as constituting the fundamental philosophy. There was, on the other hand, a tendency to avoid answering the question in a dogmatic manner.

Of particular interest is the common point of view represented by two Association secretaries in widely different types of work, with equally wide differences in age. I quote in part from one of these secretaries:

"I can only look at the Association from the standpoint of training for life. It seems to me that the movement is attempting to handle all phases of the needs of young men which are not handled by better organized institutions, for example, the public schools. It supplements the work of these institutions in its athletics, its religious education, its specialized general education, but it handles many of these things superficially. As a possible criticism, neither positive nor negative, the philosophy of the Association leads it often to be conservative, and again, by the nature of its aganization, to take radical moves. I am inclined to compare it to the Jesuit Order which was such an important factor during the Middle Ages, but whether or not by its philosophy it will die a natural death as that order did, remains to be seen, and I think that rests with the Association's philosophy as shaped in the minds of present and future leaders. Frequently there comes to our leaders from the outside, stimuli for a great advance which are inhibited because of our conservatism. When these inhibitions become stronger than the stimuli, the institutions commence their 'dving breaths.' There must be practices for trial of new philosophy in the future as there have been in the past. Many of the older men in the movement see it falling into a great pit because many of the old ideas have been disturbed. That is the tempering of age upon youth, and in the philosophy of the Association now, I think I see the ground on which it travels. things of the past are forgotten, some are still under discussion, most of the present are in operation. The philosophy of the future is under discussion, and many radical moves are hotly contested."

From an older secretary, and one who has been in a position dealing largely with the world affairs of the movement, comes this statement:

"The Association must attain a philosophy and that right soon. The time was not very far in the past when its general position was practically unchallenged for the following reasons:

"First: It was not effective enough to become an influence in the policies of other organizations which have similar objectives.

"Second: Organizations with similar objectives had not formulated their programs to cover the Associations objectives and follow its methods. The Association is in the position of an old settler on a prairie who took his ground from the government, but about whom a city is now springing up. He must define more closely his boundary and must make sure that his relationships with his neighbours are more amicable than were necessary in the past.

"A third element in the situation is the scientific temper of the times, the essence of which is a definition of existing facts and the arrangement of these facts. Hitherto the Association has paid but little attention to this scientific temper, but it is upon us with a vengeance, if we can use that expression, and the Association simply must discover what is the area of its responsibilities, what is to be the precise nature and limit of its program, and must be able to set forth in intelligible and accurate language what it proposes to do. A good part of the trouble with work related to the Association has been that the Association claimed a much wider section of the prairie than it was entitled to have, and now the other settlers are coming around and asking it to define its boundaries and put up its fence."

From the interviews with Association leaders there was very evident one fact in the minds of all which was very fundamental and unshaken, namely, that there is in the nature of things a need for the spiritual, social, intellectual, vocational and physical development of men and boys, distinct from the same needs of women and girls. Whether the provision of this development could have taken place in organizations within the church, or within organizations already in existence other than the church, is not now more than a historical question. The fact is that this development of men and boys was needed and at the present time as well as in the past the Association has specialized in this development and has made a place for itself in the life of America because it has demonstrated that it can do this thing.

The question might be raised, however, as to why there is specialization within the Association along the line of four generally accepted objectives which are being so largely provided for by other organizations. "How," for instance, "can the Association do religious work better than the church?" one is often asked. The answer is not that it can do it better, but that it does something on behalf of the church that is different in that the Association reaches the spiritual side of men and boys along with the development of the other aspects of their lives. Furthermore it brings its influence to bear on classes of men and boys because of its development in these directions as listed in the certain responsibilities that the church does not, or at least has not in the past, undertaken.

The Association provides for the social life of men and boys, particularly those in cities where the churches are closed for part of the week and where there are large numbers of men and beys not living at home.

In its ministry to the intellectual life of men and boys, the Association has an increasing, rather than a diminishing place, especially in its emphasis upon vocational education. Had the old academic curriculum remained the current and unchallenged educational basis in the American system of education it is probable that the Association's part would have diminished rather than increased in this field.

On the physical side the Association has a distinct mission. When its program was first established there was practically nothing such as playgrounds, gymnasiums, and other athletic opportunities in which men and boys could participate. Too often the Association in the past has emphasized the physical work largely as a means to an end, but the world is beginning to recognize that the physical life is a most important element in human life and is intrinsically worth developing.

It would seem, therefore, that particularly in the educational, social and physical aspects of its work, the Association is going into increasing rather than diminishing opportunities. Whether the increase is also on the religious side is not so easily answered because the range of problems in that area is much more complicated than any of the other three. The great problem in this area is in meeting the needs of a new philosophy concerning the unity of men's lives. "As far as I can see," said one secretary, there has been no study yet made, at least none has appeared, which looks toward this new emphasis of unity. We continue to talk about a four-fold work. What the effect of a recognition of this unity is to be upon the Association's work, I do not foresee, but that it will have an effect is obvious."

I am especially indebted to Dr. Richard C. Morse, the consulting general secretary of the International Committee, for a review of the growing conception of the Association's work. Dr. Morse holds that within the religious basis of the Association and

the work it performs among the young men and boys, we have a philosophy with fundamental principles and primary objectives. If reduced to a single word, the Association is a work—and out of this developed an association, a sodality, an organization, an institution, a movement.

The work came first and then the name. It was started in Lendon in 1844 by twelve men. They looked around for a title. It was a young men's movement. They thought of "Young Men's Religious Association." but finally chose the term "Young Men's Christian Association." While there had been Christian societies of young men in various parts of the world previous to that time, this distinct name had not been adopted before.

Their purpose in beginning was totally a spiritual purpose, formed in the mind of Mr. George Williams, a young man twenty-two years of age who had been a clerk in Brigewater. England, and the son of a farmer. Beginning with his conversion he became active in getting other men to believe in God and to express their faith in their lives. He came to London and worked among his associates in this religious way, and out of this religious group grew a reading room and library, a lecture bureau and an educational class. They called it a three-fold work.

The word "sodality" in the dictionary is introduced by the Reman Catholic Church and means a brotherhood for a Christian purpose. Certainly the Young Men's Christian Association originated with that purpose. After seven years some American young men from Montreal, Washington and New York went to London to the First World's Exposition in 1851. The Association had then moved into quarters with a reading room, library and social room. These young Americans were familiar with young men's prayer meetings in churches, but the idea that impressed them about this Association was the social service idea, so they carried it back across the Atlantic, and established here in this country a three-fold work for young men -religious, intellectual and social. After four more years had passed there were in the neighbourhood of fifty organizations on the American continent, principally in the cities, and one hundred or more in Europe—

perhaps two hundred in the world. They came together in Par.s in 1855 and framed the Paris Basis as follows:

"The Young Men's Christian Association seeks to unite those young men who, regarding Jesus Christ as their God and Saviour according to the Holy Scriptures, desire to be His disciples in their doctrine and in their life, and to associate their efforts for the extension of the Kingdom among young men."

Fifty years later, in 1905, another meeting was held in Paris with 2,000 Association delegates, then every continent and every principal city of the world was represented. The philosophy of the movement in its development had been adherent to that fundamental religious philosophy.

Twenty-six years after it had crossed the Atlantic, this "work" had suffered an expansion under the leadership of laymen of the business world. After the Civil War, it suffered two expansions that did not characterize it in Europe. It reached out for the student work in 1875, after six years in this country, and two universities took hold of it. Student Associations were started in the Universities of Virginia and Michigan, and although luring the Civil War the membership disappeared from the student Associations into the army, they organized the United States Christian Commission to do the work of the Association among soldiers in the camps and hospitals. During the war, several International Conventions were hold in 1863, 1864 and 1865, and the organization was held together and emerged popular by reason of its patriotic work.

An exceptionally strong group at business men became its advocates in New City, and one of them concluded to give his life to its service, and entered upon a work conceived "to promote the welfare of young men spiritually, socially and intellectually." This group now added the physical element and erected a gynnasium. They were enterprising and set out to get \$200,000 for a building at 23rd. Street and 1th. Avenue, and ended by putting up a \$500,000 building and greatly enlarging the program. Later, after they had enlarged the work, they discovered a Gespel justification in the 52nd verse of the 2nd Chapter of St. Luke

which said, "Jesus increased in wisdom (intellectual) and stature (physical) and in favor with God (spiritual) and man (social)."

In 1872 this work so appealed to railroad men that the movement entered the world of labor as it had entered previously the world of business and education. It became a co-operative work between employer and employee. For a number of years its only objective was railroad men, then the form of work was found to be adaptable to all classes of industrial men, though it was just a simple form of welfare work, but the big thing being done was to get employer and employee co-operating to promote this work. An industrial department became allied with the railroad department and the extension of this work has been an actual factor in bringing peace rather than war into labor. While the movement has continued to work in a zone of agreement between employer and employee, new questions are arising which challenge it as never before in its past history "in view of the confusion, chaos, and burning strife in almost every field into which we have gone."2

Another great move was made toward reaching the young man and boy in the county. While county Associations had been organized from the beginning, they had died shortly after they were formed until one of the secretaries, Robert Weidensall, conceived the idea of getting men to undertake the work in the county as a vocation similar to the employed officers of the city Associations. Another strong push was made into boyhood in the early days when boys were considered a nuisance in the rooms and then an idea was conceived of a "work" among boys. In the United States there are to-day 900,000 boys who go to grade schools every morning and 800,000 to high schools, while 4,900,000 are going to work.

The whole movement is confronted with opportunity. It has in front of it vastly more than it can accomplish. This fact was tremendously illustrated in the World War, for in the Spanish-American War the Association entered the army with its four-fold

² Address of Dr. John R. Mott. Employed Officers' Conference, Lake Geneva, Wis., June 1921.

work, while in the Civil War it entered without the fourfold work. In the period of peace it built up its service program in state militia camps. When the Spanish-American War broke out and President McKinley called for 200,000 men, it sent 200 secretaries into the camps and built up such a work that after the war, President McKinley, the Secretary of War, and the Secretary of the Navy asked it to continue and develop an army and navy program, so from 1898 to 1917 the Association called for 100 or 200 secretaries among the 50,000 soldiers of the army, and 30,000 seamen.

In the recent world war, the American army grew from 50,000 to 4,000,000, and the navy to 500,000, and it was no small problem that the Association faced in ministering to this aggregate. The movement commanded less than 5,000 secretaries in all its branches, while the work of ministering to these men called for 26,000 workers, half of that number on each side of the Atlantic. Again the American government requested the Association to extend its work in keeping with the extension of its own military forces. More than 100,000 people offered to render this service and one-fourth of this number was selected. The American people gave \$160,000,000 to run the enterprise, and General Pershing says that a great work was accomplished.

When the American Army reached Europe, the French authories attributed to the Association the wonderful moral of that army and thereupon asked for secretaries to man a thousand huts for work among their own men. Five thousand Christian women went into the force of workers for the men of the American army, and it was the first time in history that pure women were brought into contact with men going into battle. Four thousand of the workers were Christian ministers whom the churches could not send, but who could go under the banner of the Association.

In the words of Dr. Morse, "It was a fearful expansion to serve such a number of men but we were measurably equal to do it. Now there has been a contraction. The army has disappeared and we now have between 15,000,000 an 20,000,000 industrial workers as an open field. We cannot expand into that field as we

did in the war, but in the slow period of peace-making we are going on."3

A SUMMARY OF VIEWS EXPRESSED BY ASSOCIATION LEADERS AS TO THE PHILOSOPHY OF THE MOVEMENT.

The philosophy of the movement is interpreted to mean the general theory of Association work, the general conception of the goal toward which it is moving, and the contribution which it is trying to make to human life.

There is no general, common, accepted idea of the kind of contribution the Association is trying to make and there is little of what one would call "studied method" in the Association. There are four points around which a philosophy should be formulated:

First, it should be a changeable and growing philosophy. Anything that is static and voted upon, approved and endorsed, beyond evolution and possibly of revision is dangerous.

Second, it should indicate something of what a Christian society in a Christian community would be like.

Third, it should give some idea as to the function of religion in the life of boys and men, and their relation to this society.

Fourth, it should indicate attitudes as well as methods through which the Association, as a Christian social group, will contribute toward, or hasten on conditions in society resulting in the greater good of all, as well as insuring an increasingly more abundant life for the individual.

The average secretary would say that he has an Association philosophy which was to take advantage of every opportunity that came to serve men and boys. As far as the Association itself is concerned, as distinct from its employed officers, its philosophy involves the idea of service as against trying to indoctrinate men, or even trying to convert them. While the Association is called a laymen's movement, if it were left to the laymen it would be doing the same kind of work that was done twenty years ago.

^{3.} Interview with Dr. Morse. June 1921.

The layman is the fundamentally important element in the whole enterprise, but the initiative for starting thinking, for laying out things, for experimenting and demonstrating, is the work of the secretaries, and since they are promoters, or at least 99% of them, the Association has become characterized by action. No one thinks of the Association as philosophizing, but it a community wants anything "put over," the Association is called upon to do it, and is asked to undertake in the community anything that means service to men and boys.

If the Association has a phil sophy, it has never been defined. If one were to turn to any one place and say, "Now here I will read the philosophy of the Y. M. C. A.," it would never be found. The history of the movement reveals the fact that the limitations of the service of the church to young men were so great, that the Association founders were quite content in attempting to meet the immediate needs as they were discovered, leaving for later handling the formulation of the philosophy which quite unconsciously they followed. What philosophy, for instance, shall carry the Association through the great conflicts between capital and labour? The current answer to this question up until recent months has been that the Association must work within the zone of agreement and that its enterprises must be mutual rather than neutral.

Mr. Paul Super approached this question in 1918 by outlining some fundamental principles and tested policies. Mr. Super is at the present time preparing a restatement of these principles on the basis of the Association philosophy. When interviewed in 1921 he said: "These statements were piece-meal, or rather occasional, as philosophical statements," and pointed out that the principles under which the Association operates have been such as that which led to the formulation of the Paris Basis mentioned above, some times defined as the central objective, or the first principle underlying the movement.

A second principle, namely the evangelical test, has been debated at various conventions, in which restrictions are made between various classes of members within the Association.

⁴ Outline Studies of Principles and Policies for the American Young Men's Christian Associations. Secretarial Bureau publication. Paul Super, 1918.

The third principle defines the relationship of the Association to the church, and states its loyalty thereto.

A fourth principle concerns itself with the fact that the work itself as undertaken, is for men and boys only, but in regard to this there are now some questions reappearing.

The fifth principle defines the four-fold nature of the work—educational, physical, social, and religious.

The sixth principle shows the Association as built upon voluntary control and leadership.

The seventh principle recognizes the need for a trained employed leadership for the successful conduct of the work.

The eighth principle recognizes the necessity for unified supervision in any one city based upon the metropolitan type of organization.

The ninth principle asserts the autonomy and independence of the local unit.

The tenth principle recognizes the value of supervisory agencies.

The eleventh principle forms the basis for erection of the Association buildings on the one hand, and non-equipment community work on the other.

Under the twelfth principle. Mr. Super shows the Association as having definite objectives for work among special classes and groups such as men in industries, rural fields, students, colored men, railroad men, and boys.

The thirteenth principle recognizes the Association's obligation to render social service within a constantly changing society.

The fourteenth principle is formulated on the missionary extension of the work and the obligation of the North American movement toward foreign and non-Christian lands.

FUNDAMENTAL APPROACH TO THE STATEMENT OF ASSOCIATION PHILOSOPHY.

Before leaving the subject of a general philosophy of Association work regarding which it is admitted that none has yet been satisfactorily stated, it might be if some value to future expression and thinking to outline some fundamental considerations which should underlie an approach to this question.⁵

There is a growing recognition of the need of stating the philosophy of the movement.

Three classes of motives usually operate in making the need for systematic and rational ideas felt, and in deciding the point of view from which the need is dealt with. These motives are:

- 1.—The conflict of conservative and progressive tendencies.
- 2.—The conflict of scientific conceptions with beliefs hallowed by tradition and giving sanction to morals and religion.
- 3.—The conflict of institutional demands with that freer and fuller expression of individuality.
- (1) Some philosophies are marked by a reforming spirit, criticizing the world and life as they exist, and setting in apposition to them an ideal world in conformity with which the existent scheme of things ought to be brought. Other philosophies tend rather to justify things as they are, pointing out that if we penetrate to their true nature and essential meaning, each class of things is found to serve a necessary purpose and embodies a necessary idea.
- (2) Within our Association movement we have different interpretations of our philosophy according to the respective weight that individuals instinctively attribute on the one hand to scientific conceptions of the world, and on the other to ethical tendencies and aspirations. If one takes his departure from the former, he will explain men's moral and religious beliefs on the basis of the principles furnished by contemporary science, and will deny the validity of all ideas, no matter how influential in life, that do not harmonize with these principles. To others, men's morals, aims and efforts are the most significant things in life and are taken as the key to the nature of reality. The results of science are re-interpreted to bring them into line.

The basis of these considerations are adopted from John Dewey's modern conception of the philosophy of education. See "Cyclopedia of Education" —Monroe—1918.

the principle of free individuality, is that which confers upon each person a distinctive worth not supplied by an other person and not capable of being summed up or exhausted in any general formula or principles. If individuality is not denied as an ultimate reality, it is explained and justified from the standpoint of a comprehensive, uniform principle. Such points of view tend to be deductive in character and to assign greater value to reason as dealing with general conceptions rather than perceptions, which reveal particulars. Persons with a strong interest in individuality reverse the standard of value in the method of consideration. Individuals are taken as primary and general principles, laws, etc., are derived from comparisons of individuals and are subordinate to them.

The Association faces in every generation and period its own special problems which compel it to decide where to throw its emphasis. At such a time as this, when great social disturbances are taking place as an outgrowth of the World War, and conditions are in a state of rapid alteration, there is particular need for a philosophic approach and a working out of newer points of view so that light may be thrown upon the spirit and aims of the movement. The present generation is characterized by at least three great factors of which the Association must take account if it is to bear its proper relationship to the needs and opportunities of life.

The first factor is the rapid growth of democratic ideals, not only in contemporary society, but within the Association itself. This democratic movement is having a powerful influence within the Association processes. It is impossible, henceforth, for the organization which was until the World War limited to classes, to fail to take into account those larger areas of manhood which lay without the Association's program of service. This spirit of democracy, growing within the movement itself, has taken the form of giving larger responsibilities to the membership of the Association in shaping its policies, accompanied at the same time by an increasing respect for the value of expert secretarial

leadership. Perhaps the most outstanding fact incidental to the movement since the World War has been its recognition of larger individual freedom and initiative, and a growth away from institutional control.

Perhaps the Association membership itself has been sharing in the modern tendency toward more control within the individual as to conduct and beliefs, with less tendency toward acceptance of cutside control through hallowed and traditional beliefs and faiths.

The second factor which the incvement must take into account is the transformation of industrial life with all the changes it has brought about in modes of association, habits of mind, and the interlinking of the entire population as involved in the problems of capital and labor. This industrial revolution from every standpoint has affected modifications of both ideals and practices; the importance of labor; the effect of new invention; the dependency of the new industrial regime upon the application of science to the control of natural forces; the servility of intelligence of men's actions as to whether or not they have an appreciation of the ideas which govern their occupations; the extreme specialization and division of labor where men are made simply parts of the machines they tend. The multiplication of material good may be named as characterizing a new idea which affords new opportunities as well as hindrances to the masses. On the other hand, the emphasis of more and more production becomes a social menace when exacted at the cost of a more abundant life on the part of the individual worker and his family.

The third factor is the development of experimental science which is now thoroughly modifying our older beliefs about the processes and organs of life. The Association movement has shared with other elements of society in the failure to retain an attitude of complete open-mindedness as to the value of newer methods so that its processes have meant upon the whole a wershipping and helding fast to that which was handed down from the past. The actual practice of knowing and testing old faiths has finally reached a point where discovery, rather than a

blind acceptance of traditions, characterizes learning, for know-ledge is actively built up rather than passively absorbed, and whereupon the content of the work, the ideas of growth and evolutionary change have become supreme almost at the expense of the older notions of permanent value and uniformity.

Even this sketch should suggest some of the new forces at work within the movement and the need of a theory corresponding to the new attitudes and tendencies of the day. If the future work of the movement is to be approached in the spirit of clear intelligence we need to know the difference that the democratic ideal makes in our aims and methods. We must deal intelligently with the new and increasingly important industrial forces that have come into being, that equality of opportunity and general welfare may keep us from the path of class hatreds and intellectual deadness. Unless our methods are to be futile in this overwhelming opportunity, we must make the experimental attitude the ideal in all our undertakings and learn to think in terms of dynamic processes and generic evolution. The Association must think clearly and carefully upon the issues, problems and aims into which it has come at this period of its history

CHAPTER III.

THE PLACE OF THE YOUNG MEN'S CHRISTIAN ASSOCIATION IN THE PROBLEM OF VOCATIONAL GUIDANCE AND READJUSTMENT



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In view of the great need to be met in giving counsel and help to young men in their vocational problems, and since the whole vocational guidance movement is so new, it occurred to me that as a part of this investigation it might possibly be of some value to the Association movement if before going further into the development of its guidance technique an examination be made into the present thought of certain leaders as to the Association's fitness for this task.

In Chapter II was reported the almost overwhelming evidence that as a movement the Young Men's Christian Association leaders were men of action rather than reflection. It is my purpose, therefore, to ascertain the extent of reflection upon this problem with which the Association has begun to deal in the past few years, through interviews with thirty representative secretaries chosen at random.¹

In accordance with the plan followed in the interviews with Association leaders on the question of Association philosophy, I supplemented this procedure with a larger set of questions which formed the basis of drawing upon their thought in a systematic way. The following are typical answers from the group interviewed.

^{1.} See footnote on page 19 Chapter II.

I. The Association recognizes a four-fold development of the individual. How does vocational guidance in its broader sense and with its larger implications likewise recognizing the necessity of a four-fold development accord with your view of the Association's philosophy? If the Association has a philosophy, and if we are doing some things that do not fit into that philosophy, and some that do, would you consider vocational guidance as in keeping with that philosophy?

"My answer would be that the Association has interpreted the Christian life as including all of life—body, mind and spirit, a man's occupation, and the way he spends his leisure. We have felt it a part of that Christian philosophy to do anything which brings about right adjustments, for philosophy includes all of a man's life; it includes his economic life, and, therefore, an effort to get him into the right job. It is in harmony with the Association's philosophy to spend time in guiding boys into the vocation in which they will be able to make the largest contribution to life. Then we take older men and educate them for a job, but if we find they are on the wrong job, it is part of our enterprise to get them on the right track and educate them fully. Certainly this work is fundamental to our purpose".

"Except in rare instances has the Association in the past worked with men and boys apart from the environment of their work. We have taken those who came to us, and our appeal has ordinarily been. 'Come ye apart and try to live as though you did not have a job.' Our new conception of our task is to link up our work with the man's vocation.'

"Everything we can do with our machinery to enlighten the boy or young man as to the vocation in which he can best serve his generation should be done. Just as another objective of our work is to get the boy to make the choice of some church that is agreeable to his convictions and go into that church, it should also be our objective to make a boy or young man intelligent about his duty as an American citizen so that he might cast his vote with intelligence; and if we are looking after the whole man—body, soul and spirit—we should certainly include the best we can contribute to him in the choice of his life work, and I should say it is the philosophy and mandate of our work to make this contribution."

"It seems to me that when we have described in detail the nature of requirements of Association service, we have still to deal with all those problems of relationship, some of which can be anticipated, many of which cannot. An investigation of this sort is in the right direction in helping the Association movement anticipate its direction. I may be wrong, but it seems to me that there are certain phases of our work relating wholly to the environment in which the work is done, that will from time to time change completely in a given sphere the Association's philosophy."

"Vocational guidance is one way of expressing the service idea of the Association. It can serve men and boys by helping them interpret their own limitations, their own abilities, their make-up, their difficulties, their ambitions; in fact helping them create an ambition and pointing out where they are weak and leading them into their niche in life where by nature and nurture they are qualified. We think of vocational guidance as an individual matter, and a great deal of the Association work is mass work. We can teach people to sing or engage in some form of athletics, in mass formation, but human nature is so complex that if we attempt to lead a man into a place in life for which he is vocationally best adapted, we must treat him as a unit. At the present time the Association is not equipped to help all the men and boys in the community qualify for their proper vocations, in the same way that it can help thousands learn to swim. Our methods of work are not satisfactorily developed to give scientific vocational guidance, but we are on our way, and a study of this kind ought to result in considerable advance."

"I cannot think of the work of the Associati n in this field without a sense of dissatisfaction. I suppose, however, that no one group or organization, which has attacked this problem, feels that it has accomplished very much. I fear our tendency has been to take a young man and confirm him in what he wants to do, rather than help him find what he ought to do. The two departments that have done most in vocational guidance are the employment and educational: the employment department because the man was out of a job and in such a condition comes in to get any help he can, and the educational where a man has been led to talk over what he ought to study, leading up to some goal. In these later years some our our leading Associations have established departments for vocational guidance and men have been definitely helped with personal interviews".

"Vocational guidance should be considered as one of the primary factors in the program of the Association because of the vast variety of human effort which is made necessary by the application of science and industry; the application of science to commercial transactions as contrasted with mechanical operations; the application of science to all human organizations as well as to industry and commerce. This application of science means individual analysis of the problems of human life in relation to work, and this analysis andly begun; as science extends with human knowledge.

it would appear that in some form or other specialization will be continued. As specialization advances, three elements will probably emerge:

First, the subdivision of labor is going to require a more thorough attention because the subdivided sections must fit into a general scheme in a way that has not been true before. Take the Association, for example. A physical director is bound to fit his program into the social and religious programs in a way that has not been necessary hitherto, and if he does not bring this about, the opportunity of his work will be lost.

"Second, as the subdivisions increase, specialization is intensified and the preparation required is bound to be more thorough. Both of these statements may be challenged on the ground that with the increase of specialists the skill required to perform each task may decrease the necessity of other skills. For example, a man who runs a stamping machine in a factory all day long does not require the same training as the man who made shoes under conditions fifty years ago. This, however, is not necessarily true when you come to operations that require something more than mechanical skill, for after all, the question is, 'Who invented the stamping machine?'—not merely how it is to be run, and, furthermore, the operations upon it are only a part of the work program. Another example is found in the lawyer. It is hardly possible for a man to be a lawyer in general. He must specialize thoroughly in some branch of law if he expects to be a success at it.

"In the third place, vocational guidance is going to be an important element in the Association's program because of the enormous service which is demanded. If the forecast is true that the scientific temper of specialization is going to rule the next century of our progress, then this method must be improved upon scientifically for fitting men and boys into their vocations."

II. Shall the Young Men's Christian Association add vocational guidance as the fifth element of a five-fold work in addition to the physical, social, religious and intellectual phases usually included in the four-fold program?

"Yes, I believe it ought, but at the same time we should stand ready to surrender this particular task to recognized educational agencies just as rapidly as they quality for handling it. In other words, I believe that this particular task may, theoretically at least, be done far better by an organization which deals with the youth from his earliest years, and that has back of it all the residents of the city. It seems to me, though, that the Association might well begin to develop standards and collect experience which it may be

able to place in the hands of civic authorities when they are ready to handle the whole problem adequately."

"The four-fold work has already become a five-fold work inasmuch as we now include the economic welfare of the individual under our thrift program, and we are already extending our economic approach to include vocational choice. Our whole drift is in that direction."

Our leaders have not been sufficiently educated in our philosophy to see our responsibilities in this matter in the largest way. They have seen it only as a part of the educational program of the Association, or as placement work through the employment office. Some can see only one side, and some the other side—but both sides must be taken together if we are to accomplish this work in a satisfact my manner.

"Our duty as an Association is not to add to our present program so much as to re-shape our whole approach to the problems of men and boys so that we shall think of them not in the terms of four different expressions of life, but rather in terms of their social relationships, in order that we may seek to help them solve the problems of these relationships. This will undoubtedly mean our calling to our help the technique which has been worked out by students of vecational guidance, for the major concern of most individuals is their proper adjustment to their vocational environment."

"Vocational guidance is decidedly a vital part of our program, paralleling our emphasis on thrift. In importance, I should say, it is even more so than thrift training."

"The Association started out as a religious organization, then added education. The physical program was not recognized until twenty-two years later, and made the four-fold program. We thought then we had covered a man's interest, but in the past five years we find that we have not. Many Association leaders think of the work as five-fold, the fifth being the economic aspect. It is the way in which a man makes a living, the way in which he handles the money he makes, and the preparation for the making of his living. The phases of the vocational side are guidance, education and placement. There may be more. Our economic program is the earning, spending, saving, investing and giving of money. It would even seem that we are passing into a sixfold rather than a five-fold program."

"In the recent interest largely due to the war and the opportunity given to psychologists to get together and find cut how to use tools to ascertain the intelligence of people. a knowledge of men's minds and their fitness for certain tasks

is being revealed. Since we have this tool to work with, the Association ought to take advantage of it and lead in the endeavor to help men everywhere to fit themselves for the position for which they are best fitted. A man likes to know what he cannot do, and it will make for a lot more happiness and contentment in life if the individual can be saved from vocational disaster."

"The long preparation required for any phase of human life is going to make it increasingly impossible for a boy who has started on one course of preparation to shift easily to another. The pressure of population upon the means of subsistence is going to be so great that competition will be increasingly keen, and therefore only those who are especially fit to contribute to human society will secure a necessary part of this means of subsistence. Hence they must find the place to which they are adapted early.

"Unless the methods of producing the necessary goods of the world are radically modified under some social changes which we do not now foresee, there is going to be inevitable a vast reservoir of half-equipped men and boys. This reservoir is going to hold the balance of power in any great scheme of social change. Unless persons who compose this reservoir, that is, the whole group of the inadequately trained, are fitted into the general scheme of things so that they can be happily occupied, just so long will the revolution in the social adjustment be staved off. Anything that will help to fit men and boys happily into an environment is an enormous contribution to the life of society.

"Under our industrial system, even under the greatly modified form that the reduced hours of work and vastly better working conditions have brought about, there is bound to be under-production on a large scale (and we cannot go back to the old small-production stage). There will inevitably be a vast amount of monotonous toil. By no human device can we prevent this, and this monotonous toil is going to produce a vast discentent in the very nature of the case. Now, vocational guidance on right lines will help to do two things. It will show the worker, through personal contacts, the way to diminish this monotony by getting him to take a greater interest in the larger aspects of his work, and, secondly, it will integrate with his vocation a program of physical and intellectual stimulus which will mitigate the evils of this deadly monotony.

"Furthermore, as men and boys congest in these great cities, friendly counsel is going to become increasingly important and where can this counsel be more naturally given than through the processes of vocational guidance? The gomnasium is bound to become more and more impersonal as the classes grow and the whole takes on a more organized form, whereas vocational guidance never can be anything else but personal and be one of the most vital problems of life. Consequently the Association should make vocational guidance one of its primary factors."

III. Has there been an evolution in the work of the Association, tending more and more toward the inclusion of a five or six fold service to the individual instead of the four fold emphasis!

"There certainly has been an evolution to serve the individual in vecational ways, whether it has been an educational trend, or a physical trend for fitness, or a thrift trend, or an employment, placement or counsel trend."

"While there is a tendency toward a five or six fold type or work, my observation leads me to believe that anything we do can come under the four fold classification."

"The more thoughtful secretaries, particularly those who have had experience in the educational field, believe that we are expanding toward a five or six fold classification."

"I should say undoubtedly yes. The Association must keep pace with the changes in life brought about by the industrial evolution. We cannot continue to be a great men's organization and not do anything in the economic areas."

"The four fold classification is generally recognized, but the vocational objective in helping a man is really the basis of much of our work, especially our educational work. We have been so busy taking care of the students as they came to us that we have neglected to find out whether or not they were fitted for this or that particular work. Here, therefore, is a new goal toward which we must be content, as Christian educators, to work, and we must be satisfied with greater thoroughness at the sacrifice of smaller enrollment."

"That we are on the verge of a five or six fold classification seems to me inevitable, but not generally granted in our movement. A few individuals have insisted that we should add a fifth side to our program and call it economic, and they have been thinking of our thrift and employment work. There have been comparatively few who have seen vocational guidance in its true light and have given it the recognition in their program that it deserved. Much of our religious work has been based upon counsel, and interviewing men largely upon their vocational problems. The methods have been haphazard, and frequently an attempt has been made to smuggle in religion with the vocational basis."

Our secretarial leadership has resulted in very little formulation of theory, and very large attempts to do what work was immediately at hand. This has been the history of the Movement from the beginning. Generally speaking, the lay leadership of the Association is composed of men representing various types of experience, mainly business and manufacturing. Hence, this leadership has been alive to anything which contributed toward the economic betterment of young men. The very fact that the Association is charged in some quarters as being influenced by the capitalistic, as contrasted with the working men's group, is a part of this very idea. Namely, it has had associated with it the wealthy commercial class. Therefore, these questions of economic and vocational adjustment have been thrust to the front, not because the Association had any theory, but because it had a work to be done. But the time has now come for the formulation of a theory based upon experience so that in the future, the Movement may ascertain the scope of its educational guidance program and approach it on lines which will produce the largest results."

As to the causes underlying this evolution in Association work, the following were enumerated:

- a. The work of placement in the regularly organized employment bureaus of the Association.
- b The stimulus given by the war toward better and more scientific placement.
- c The impetus in business given by the war toward methods of handling personnel.
- d. The availability of war funds within the Association Movement for handling, examining and classifying ex-service men.
- e. The growth of cities and the focusing of life's struggles in the economic areas.
- f. The realization that all of life must be Christian.
- g The demand for technical training in particular school subjects, which has been accompanied by the necessity of previous examination of applicants as to their fitness to take those subjects.
- h. Nothing offers such a quick approach to the boy or young man as a vocational approach, which means his ultimate success in life.
- i. The demands made upon the Association by Churches in their search for recruits for both professional and volunteer leadership.
- j. Manufacturers and business concerns have turned to the

Association for help in engaging employees, their confidence in the Association being thereby increased.

- k. The wide publicity given to this Movement in self analysis and character analysis from those engaged in it for personal profit has drawn the attention of our leadership to the possible unsound and unscientific methods being used, and the desire to put the service on a non-commercial basis.
- IV. Does the Association simply follow and reflect the situation of the age or does it have a real part and leadership in bringing about new conditions in society.

'In spite of the fact the Association secretariate is overwhelmingly men of the promotion rather than the reflection type, there is no question but that the Movement actually leads in bringing things about. This is perhaps due to the adaptability and readiness of the Association to do things, while other people are thinking about it.'

"The spirit of the Association is that of the pioneer. There is always a danger that our Movement, while maintaining the static gains of an institutional nature, will become involved in status quo, that is, the things that are going on that it might easily lose its pioneer spirit. It is easy for the spirit to die within an institution, and one of the greatest problems that we face is to keep the spirit alive while the institution grows."

VII. What are the obvious difficulties confronting the organization attempting to render vocational guidance to young men!

Among these difficulties were enumerated the following:

- a. The very practicality of the Association leadership makes it averse to developing any theory long enough in advance to make the necessary preparation for a period of years in its achievement.
- b. The Association leadership is largely in the hands of young men, and vocational guidance of a proper sort requires a breadth and experience which these young men often do not possess.
- c. Vocational guidance demands above everything else an understanding sympathy, which is rare in any group of men in any country.
- d. Vocational guidance requires a combination of the very highest forms of human intelligence, including the power of character analysis of given factors, combined with the power of intelligent sympathy.

- r. The Association as an organization is more concerned with propaganda than it is with education in the broad sense. That is to say, it is more interested in securing a secretary, or automobile salesman, or student volunteer, or getting its students enrolled in classes, than it is in finding out by patient interviewing just what each man is fitted for granted that the vocational counselor has the power of directing this properly.
- f. Pressure upon the vocational guidance counselor to secure a large enrollment and pay expenses by this or other methods is particularly strong in an organization like the Association, because the financial responsibilities are great and "results" are in the highest demand.
- g. The securing of a trained personnel to do the wark. Men of more than college education will be required because they must have training in psychological and sociological sciences and economics.
- h. As a Movement, we have always considered it our job to get men into Christian altruistic activities and vocations. We must continue with this emphasis, but must be fair to all other callings, and this calls for an unbiased counselling.
- i. The individual analysis required in this sort of work through a highly specialized technique becomes a slow process for an organization which has so many members.
- j. The shifting of openings in various trades and professions requiring changes in personnel, are difficult to predict. There is also a shifting of personality in our Association leadership, and it may be assumed that the man charged with this responsibility within the Association must remain in the community long enough to give the guidance and follow-up that is necessary in the various cases.
- k. There is the danger of making the thing a mystical clairvoyance rather than the study of a man's or boy's temperament, and danger of not following up and keeping with the individual for some time. The most effective guidance is that which covers a number of years, especially if one is dealing with boys. There is also danger of discouraging the applicant

who does not know what he does want, when perhaps he ought not to know at that age of his life because if he did know he might not be willing to undertake the training.

- l. Job analysis has not yet been developed to a sufficient degree to give us accurate information on which to guide a young man.
- m. Many Christian workers with whom we co-operate are prejudiced lest our attempt to guide a man vocationally shall keep him out of directly Christian work. Many of our most devout Christians are so keen to secure missionaries and preachers that they instinctively "soft pedal" any appeal to make progress by the more thorough and scientific method of discovering the boy's real aptitude and guiding him in the light of what has been found out.
- n. There are a good many fakers in the business who base their work on pseudo science or phrenology, and make for it pretentious claims. Many secretaries are frankly afraid of them and some believe that they are scientific.
- o. The difficulty of doing this work in a mass way is one of the biggest of all difficulties.
- p. We will make no real headway until some men are set aside to work exclusively in this field and use the arts of promotion of their ideas just as in every other phase of our work. A work makes headway because someone is thinking about it night and day, finding out the best methods of promoting it, and then bringing this to the attention of the secretaries and encouraging them to try this or that definite piece of work.

V Is it desirable for the Association to develop into one of the great agencies for rendering this service, or should it be left to others to carry on?

The following statements represent the point of view among those interviewed:

"It is desirable to have the Association do this work, even though the public school system goes into it in a very systematic way. The Association can serve the young man co boy who is not in school."

"The service must be rendered, and as the Association

is now constituted, it has the contacts which are necessary to render it on a large scale. The present indications are that vocational guidance will tend to become commercialized and the Association can at least save it from that danger."

The Christian nature of our institution becomes particularly valuable in this field of work. The Government agency cannot be positively religious. The purely scientific man must also avoid the religious approach. The motive of the business corporation seeking new employees puts the emphasis upon the job rather than the man. The Association makes up for these various lackings by its emphasis upon the spiritual side of the man's life as a bulwark to his vocation. We are not in the ecclesiastical area but in the Christian area. We stand for something that is ethically better because it is Christianity. We can go into that area which the Church itself cannot enter, so that we exist in a zone which is at once outside the zone of ecclesiasticism, and at the same time is away from the secular, business and scientific zones."

"The Association should not become an official agency for vocational guidance, but it is highly desirable that we should assume a large responsibility toward it. The public schools have become equipped to handle the problem, but there will still be the large percentage of boys and men outside of the schools who will not turn to that source for help."

"Any institution which comes into touch with hundreds of boys in a given city every year, in a very intimate way, and with other hundreds and thousands in an indirect way, has a real responsibility with reference to the choice which these boys will make regarding their life work."

"In my judgment it is sure to be of the very greatest service to the whole Movement if the first experiment can be undertaken by men whose point of view is distinctly Christian. My own hope, therefore, is that the Association may be willing to help blaze the trail, even though it does it knowing that its service within a generation or so may have to be transferred to another agency. The Association fundamentally believes that God not only has a plan for every man's life, but that he is anxious to impart that plan when intelligently searched for. I see no other way of saving business and making it render its God-given contribution to the welfare of the world than by injecting into this whole problem of vocational guidance the conviction that God has something to say about every man's life."

"Indeed we should enter into this field wholeheartedly, but at the same time giving our fullest support to any other agency attempting to do it. Should any other agency come forward who can do the work better, then we would certainly be justified in turning the task over to them. At the same time we are certainly justified in attempting this work, because we have the confidence of both the young manhood of the country and the employers. We also have the privilege of working with young men during their leisure time, and this is the sort of thing that can best be done in a way apart from one's daily routine. We are also in a better position to do it than a new organization created for the special purpose because we can approach the whole subject from the Christian, rather than the merely selfish angle."

"Raw material is already coming to us and puts upon us the obligation to develop the technique."

VI. In view of the developments of modern science toward vocational analysis and the expectations of expert advice being rendered by psychologists, what is your attitude toward this particular group of men entering the field!

"In regard to all agencies that are doing vocational guidance, my point of view is that we should give our support to anyone who is well equipped to carry on the experimentation. If the psychologist will follow the high type of professional standards as does the physician, he ought to be able to render diagnostic help. The difficulty is that most young men who need psychological analysis will not go after it. For this reason I believe that any organization of psychologists would do well to ally themselves with such organizations as ours on a non-commercial basis. We can send them the men if they provide the expert analysis."

rif this whole problem was undertaken by trained psychologists, independently of such institutions as the Association, they would be compelled to spend an enormous amount of money in establishing their various local units of operation. They would also be greatly handicapped by the possible lack of Christian emphasis in their work. If, however, they should attempt co-operation with the Young Men's Christian Association and similar institutions, and establish their work in connection with our buildings and our County, Community or State organizations, it is quite conceivable that the combination would be ideal. Of course offices of this type would also have the co-operation of the public school system, but that would limit them to operation among school children only."

"To my mind the Association will not be in competition with any group of specialists. Our great ideal is service, and if we can serve men and boys in this direction we will enter this field, but if not we will leave it to others. We should welcome every scientific approach to this problem, for it has not become a science as yet. It is not even in the realm of a separate science. At present, our practical approach, supplemented with psychological tests, is the only approach that is in any degree scientific."

"Psychological analysis will have to pave its way with the people, and it may mean a rough path-way ahead of any organization. It will require experience in raising funds, and in management, and I hope any experimental work may be underwritten by the unselfish who desire the greater good of all. The word psychology may frighten many men and mean very little to the average working man or boy who has not gone far in school. The Association will be in a position to utilize scientific methods, because it is already in touch with men and boys, and has their confidence."

"The Association does not desire a monopoly in anything. More questions are answered by 'do both' than 'do either.' Industry is inclined to follow selfish rather than Christian ideals. Not in the immediate future will American industry go into anything on an altruistic basis. Psychological analysis in the hands of industry will be used to increase dividends in the form of money, but in the hands of the Association will be used to increase dividends in the form of more abundant life"

VII. Which is the better way for the Association to undertake this task: To attempt the entire job alone, or to be satisfied with becoming an agency for developing a special phase of it and co-operating with other agencies likewise developing special phases?

"We ought not to assume to do everything, but work in co-operation with others. Psychologists can supply something which we cannot, but at the same time we are in a position to render service in this field just as we are rendering service educationally or physically. I hope that we shall do this work so remarkably well that we can set a standard for others to follow."

"The time has long passed for any organization to ignore co-operation from the other legitimate sources in any of its enterprises. I should favor, however, a careful perusal of the factors in the situation, taking advantage of whatever each might have to offer, at least for the time being, and then let the Association take the initiative in actually getting the job done. I personally feel that the contribution which Christian forces such as ours can make to this problem is simply indispensable. After that contribution has been made and recognized, it might be wise to trust the task wholly to other organizations."

"We should work in close co-operation with all movements of scientific nature. That is the essence of psychology. We should combat unscientific movements, and not attempt in a superficial way to handle any phase of the problem ourselves, when through co-operative method some other agency can handle it better. For example, a hospital has a psychiatrist or a psychologist to whom we can send individuals for examination and have the facts returned to us regarding them. Now we could in turn handle another part of the problem, for example, the educational end. The Pers nucl Managers Club might be willing to handle the occupational end. So through methods of co-ordination and co-operation the vocational process could be handled by specialists and not in the superficial way that it is done by one individual. Then, again, the Association might be able to have a trained psychologist, as well as other counselors, to whom might be sent from a hospital clinic, men for the part of the process through which they should pass for analysis".

"We are not in a position to undertake the whole job in anything, and very few organizations are in such a position. Friendly co-operation, making the serving of needs of a community the chief aim, will forward the interest of all organizations. We have better access to the boys and men who have needs. This task requires technically trained men, and it is our obligation to secure the highest type of service in the community, and to see that vocational guidance service is rendered in the highest form.

CONCLUSIONS OF THE BUSINESS ADMINISTRATION COMMISSION.

From the deliberations of the Business Administration Commission on the question of the need for vocational and employment work in the Association, the following conclusion is noted:

"There is no line of work that the Association has undertaken of which the question has not been asked why some other agency or institution should not do the work. Every feature has had to run its gauntlet and make out its case, but the Commission believes that if there is one line of work to which the Association is primarily adapted, it is the advisory and employment work.

Report of Business Administration Commission on Employment and Advisory Department, Detroit, 1919.

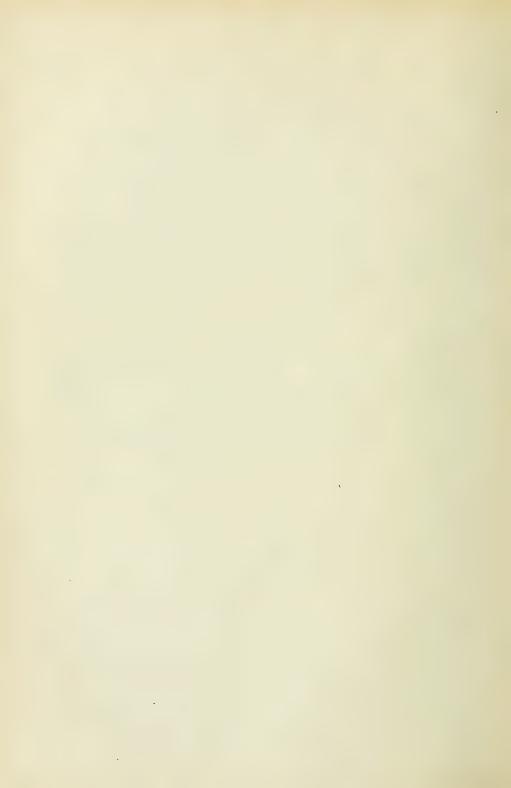
We have the young men, this department coupled with the other activities. Physical, Educational, Recreational and Religious, as no other institution can supply the needs of a young man after he has been provided with a position to which he is adapted.

The Association in all of our cities has favorable connections with men engaged in trade, commerce, and industry.

From a wide investigation it was found that while there are large numbers of federal, provincial, state and municipal agencies, and private employment agencies of many kinds, no organization can compare with the Young Men's Christian Association in ability to do this wonderful service.

CHAPTER IV.

SPECIAL TYPES OF VOCATIONAL GUIDANCE WORK IN THE YOUNG MEN'S CHRISTIAN ASSOCIATION



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SPECIAL TYPES OF VOCATIONAL GUIDANCE WORK IN THE YOUNG MEN'S CHRISTIAN ASSOCIATION

Vocational Guidance and Recruiting in the Student Department. The "Find Yourself" Idea in the Boys' • Department. Guidance Among Foreign Students. Motion Pictures in the Industrial Department.

In addition to the work being conducted in the vocational and employment bureaus of the city Associations, and described in Chapters V—VIII there are at least four other distinct types of guidance being projected at the present time under special departments, and it is within the province of this chapter to review the general methods and points of emphasis stressed by these various divisions within the Association organization. These special types will be reviewed in the following order:

- I. Vocational guidance and recruiting in the Student Department.
- II. The "Find Yourself" idea conducted by the Boys' Department.
 - III. Guidance among foreign students.
- IV. Guidance through the use of motion pictures in the Industrial Department.

LIFE WORK GUIDANCE AND RECRUITING IN THE STUDENT DEPARTMENT.

The work of the Student Department in the past cannot be strictly classified as vocational guidance, inasmuch as the emphasis

has been in the main to cornit young men of the colleges for altruistic callings. In the Manual of Principles and Suggested Methods for Student Officers, three tasks which confront the Student Y. M. C. A. are enumerated as follows:

- 1. The task of making increasingly clear to all students the sacredness of all life callings.
- 2. The task of helping to reveal to all interested college men their peculiar and dominant characteristics as well as the peculiar and essential demands of various life callings. (This is described as "clearly vocational guidance.")
- 3. The task of presenting with great urgency the needs and opportunities for Christian service in certain greatly undermanned callings, and in many neglected fields. (Under this heading it is urged that a thorough survey of the college be made to discover the exact number of men who have decided to give their lives to any one of the so-called Christian callings, and also to ascertain what callings are attracting the larger number of students in the Christian work.)

At the National Student Secretaries' Assembly at Lake Forest, Illinois, in 1920 a commission made a report upon this phase of the Student Associations' program. The method of this commission in reporting is especially worthy of note. Rather than coming to the conference with a cut and dried report, which often tends to prevent discussion, it appeared with a set of questions of which the following are typical.'2

- "1. What are the present processes being used by various agencies, both religious and secular, in securing enlistments for life service?
- "2. Shall the Student Associations confine themselves to vocational guidance and leave to outside agencies recruiting for definite callings and positions?

Publication by the Student Department of the International Committee. Association Press-1921—pages 105-108.

Report of National Student Secretaries' Assembly, Lake Forest, Illinois -Association Press 1920—See pages 17-24.

- "3. What are the compelling considerations to-day which result in decisions for life work?
- "4. In meeting these needs, what specifically can the Student Christian Association do to discharge its responsibility for life work guidance and for recruiting.
 - (a) In summer conferences?
 - (b) On the campus?
- "5. What is the fundamental difference between life work guidance and recruiting?
- "6. In what ways, if any, does a major emphasis on recruiting endanger the highest interests of students? In what ways can we help insure that men do not decide, under the enthusiasm of a life commitment appeal, for work they they never should undertake?
- 7. In a life work guidance program, we seek to help men to study their fundamental interests and aptitudes and to find that type and place of work for which they are best suited. In such a program, how can we insure that we do not lose values in the appeals we have made for fundamental life work commitment?"

From the above questions, it is evident to one familiar with methods of guidance work in the Student Department that there has been a genuine tendency within the past fifteen years, away from recruiting exclusively for special callins, to the larger program of helping young men find that place of work for which they are best fitted.

Among the more important findings of this conference, after discussion of fourteen questions similar to those above enumerated, are the following:³

"1. The report of the Commission and the discussion of the Conference reveals a very clear distinction between 'life work or vocational guidance' and 'recruiting.' In 'a life work guidance program' we seek to help men study their fundamental interests and aptitudes and to find that type and place of work for which they are best suited. In 'recruiting' we seek to relate the man who has decided for definite Christian service, or is seriously considering it, to some particular agency which will be able to assign him to a definite field of service when his period of training is completed.

Report of National Student Secretaries' Assembly, Lake Forest, Illinois Association Press, 1920 Fages 18-19.

- "2. An adequate vocational guidance program must precede any efficient attempt to recruit capable and qualified leaders for the Christian Church and allied institutions.
- "3. Vocational guidance belongs primarily in the realm of education, and, therefore, the college authorities should be urged to give special consideration to this subject where they are not already doing so. Where the college or university authorities are carrying on this work the Association should co-operate in every way possible; and where that is not being done, the Association should enter the field with just as large a program as can be arranged."

Five other findings state:

- (a) The advisability of securing information from incoming freshmen.
- (b) That the secretary should seek to lead men to decision in life service only after making sure he has given careful consideration to the more important factors.
- (c) That the work of various recruiting agencies should be correlated.
- (d) That there should be co-operation between the Boys Department and the Student Department in order that information may be passed on regarding boys entering college.
- (e) A recognition that the "service motive" was increasingly the factor toward a life work decision among a great majority of college men.

The plan of organization suggested by Professor J. B. Davis for promoting vocational guidance in colleges and universities was recommended. Dr. Davis' outline follows:

VOCATIONAL GUIDANCE FOR LIFE SERVICE

Suggested Plan of Organization for a University.

- I. General Committee.
 - 1. Student Pastors.
 - 2. Representatives of Y. M. C. A. and Y. W. C. A.
 - 3. Representatives from faculty of each professional school and literary department.
 - 4. Dean of men and dean of women.

II. Chairman of Committee.

- 1. Member of faculty.
 - a. To promote program and secure co-operation in university.

III. Executive Secretary.

- 1. Student Pastor (Devoting larger portion of time to work).
 - a. Records of committee.
 - b. Records of counseling with students.
 - c. Securing appointments for students desiring interviews with counselors.
 - Reports of enlistment for service to denominational boards.

IV. Suggested General Program.

- Information from Freshmen regarding vocations under consideration.
- 2. Classes offering information regarding vocations open to the college graduate:
 - a. Attendance of all Freshmen required when planned by university authorities, or voluntary attendance when conducted by other authority.
- 3. Lectures on Christian service through chosen vocation.
 a. Before upper classmen in all departments.
- 4. Counseling.
 - a. Systematic plan of counseling with students.
 - b. List of advisers selected by general committee.
 - c. Opportunity for interview made easy for students.
- 5. Record of enlistment for Christian service.
 - a. Card system for interviews.
 - b. Reports of enlistment to denominational boards.
- Information regarding vocations for personal investigation.
 University library.
 - b. Reading rooms of Y.M.C.A. and Y.W.C.A.
 - c. Special pamphlets, etc.
- 7 Publicity.
 - a. Promotion of plan in university.
 - b. Promotion of lectures, literature, and counseling.
- 8. Placement.
 - a. Organization of office for the placement of all graduates desiring help.

V. Co-operating Departments.

- 1. Professional schools—placement.
- 2. School of education—psychology.
- 3. Religious education—training for service.

Suggested Plan of Organization for a College.

I. Committee on Guidance for Life Service.

1. Appointed by president of the college.

2. Members to represent different departments of instruction.

3. Student leaders from student body.

II. Chairman of Committee.

 President or member of faculty according to size of institution.

III. Executive Secretary.

1. Some local worker or member of the faculty closest to the students and with time to attend to duties involved.

a. To promote work among students.

b. To counsel with students and to make appointments for students to interview members of the faculty.

c. To keep records and report to denominational boards.

IV. Suggested General Program.

- Information from Freshmen regarding vocations under consideration.
 - 2. Courses of lectures (one hour per week).4

a. Freshmen: The choice of a life work and the study of vocations leading out of a college training.

b. Sophomores: The social aspects of professional activities.

c. Juniors: The ethics of the professions.

d. Seniors: The call of the world for service through the chosen professions.

This course may be condensed into a one-year course for Freshmen of five hours per week.

3. Counseling.

a. Systematic plan of counseling to reach all students.

b. Freedom of students to arrange for life service.

4. Information regarding vocations.

a. Section of shelves in reading room of library.

b. Special pamphlets, etc.

c. Special lectures by outside talent.

V. Placement.

1. Special officer to act as counselor in placing students in positions upon graduation.

This suggested course of lectures was proposed by the president of a university. Freshmer courses are in operation in a number of institutions.

- 2. Clearing house for corporations, school boards, and other agencies employing college graduates.
- 3. "Follow Up Plan" to keep in touch with graduates and to aid them in future replacement.

THE "FIND YOURSELF" IDEA CONDUCTED BY THE BOYS DEPARTMENT OF THE INTERNATIONAL COMMITTEE

The past few years has seen perhaps the most notable effort among boys that has ever been inaugurated to help them face their vocational problems. This movement received great impetus in the so-called "Find Yourself Campaign" which involved the preliminary steps of stirring up the interest of the boys, especially those employed in stores and factories, likewise including those who are in school and work part time. The interest among the boys themselves was aroused by a committee of boys.

The special committee of men was also a part of the campaign with the duties of securing other men to interview the boys, to give city-wide publicity to the campaign, and to raise funds to cover the necessary expenses involved, to aid in analyzing boys' self-analysis blanks (later described in detail), and to see that attention to individual cases was given during the weeks following the campaign.

Mr. C. C. Robinson, the Secretary of the Boys' Department of the International Committee, has during the past year been directing the preparation of a manuscript for a forthcoming book entitled "The Find Yourself Idea." In view of the early publication of this book, and because of the intimate and large experience which Mr. Robinson has in connection with the "find yourself" work, it is neither possible nor advisable here to attempt more than a reference to this remarkable and interesting achievement.

In the preparation of this volume, the main chapters of interest here are those dealing with the Methods of Analyzing the Boys' Blank (Chapter IV), and Helping to Discover a Boy's Vocational Tendency (Chapter VIII). Other chapters of the book deal with the problem of vocational choice, the vocational guidance movement, friendliness as the basis of the "find yourself"

methods, the place and art of interviewing, the organization and schedule appointments of the campaign, the application to special groups and types of boys, the Christian attitude in all callings, and the importance of the follow-up.

In analyzing the boy's blank, Mr. Robinson says:

- "When one sits down with a boy's self analysis in his hand, he has before him at least four objectives.—
- "a. To discover in a general way what the boy has revealed about himself in order that someone may deal intelligently with his particular case.
- "b. To locate the points of interest and emphasis for the interviewer, who knowing much about some vocation and therefore valuable as an interviewer, may at the same time be quite inexperienced in the study of a boy's problems, or may not be at all analytically minded. Also to save time for the interviewers especially in connection with campaigns where during a given period large numbers of boys are to be interviewed.
- whether he needs first, a general counsellor, or a man with special knowledge in some vocational field. And in addition, to sense the type of personality among the interviewers who will evidently fit best this boy's type and needs.
- "d. To find among the blanks, those which indicate the need of special treatment. That is, the blank may be sparkling in its answers and show a boy of brilliant parts, or, on the other hand, a boy very bright but only superficially interested. These extremely bright boys may be critical of the whole process at the start and much care must be taken in advance of the interview, to set the stage right.
- "Again, the blank may be very unrevealing, giving almost no indication of the boy's type or needs except that his need is great but vague. This will take an interviewr both of sympathetic and analytical abilities so as to draw the boy out and discover what the blank has not told. Or, the blank may show much greater need from the moral standpoint or with relation to home conditions than in any vocational problem, indicating the necessity of an entirely different treatment from the usual process."

A word as to the method of making this analysis is indeed worth while. In the more extensive efforts from 300 to 1,000 boys are dealt with in one campaign. In this case a special committee was selected to do the analyzing, with a primary responsibility for

examining each blank and recording their impressions with the objects in view as noted above. With the more typical campaign, involving from 50 to 200 boys, the procedure was somewhat as follows:

give the better part of an entire day to studying say me hundred blanks. If the number is two hundred, obviously it is necessary either to increase the number of analyzers or give two days to the work. These men should include the man in charge of the campaign, local boys' work secretaries, committeemen, interviewers and in many strictly Association campaigns, of course, educational secretary, industrial secretary, physical director, employment secretary, etc. Where the work is done in a county or a small city school men who have the vocational interest are very helpful in this process. Frequently in the larger places there is a placement secretary or teacher in charge of vocational work who is very glad to spend the day helping out, and at the same time getting in touch himself with the particular psychology of our methods."

Mr. Robinson states that the interruptions are often so many that the business and professional men will come and stay an hour or two, then return to their offices, so that it usually takes several hours in the morning, as well as the afternoon, to properly analyze the hundred blanks with as many as twelve men working.

A description of the method of dealing with the individual blank is so interesting that I quote it in its entirety from the manuscript.

"When all is ready and your analyzers have blanks in their hands, some leader who is familiar with the process takes a boy's blank and analyzes it before the group, giving all the men an idea what points to look for, how to discover correlation between the boy's interests in study and work and play. going through the entire study which the boy has made, having someone take down, meanwhile, the notations which this analyzer deems necessary for the interviewer's information. This leader should stop from time to time, giving the men a chance to ask questions, to agree or disagree with the conclusion to which he has come. When the notations are all made, the local secretary or other chief promoter of the campaign or his representative, should present the list of interviewers showing their names and their special qualifications, as merchant, engineer, educator, general counsellor, etc. Then the analyzer should state both the vocational

status and type of personality of the man who, he thinks, should first interview this particular boy. The local leader should then decide upon some man from the list, or if such a man does not appear on the list, think out who in town should be sought as first interviewer.

"After this has been done with one blank, men seem to make better progress by starting in, each with some boy's case to analyze by himself. One or more of the experienced leaders should be free to go about from man to man.—aiding each one to come to logical conclusions about the facts presented in the particular blank he holds, showing if necessary how to get those facts stated in the briefest possible notes, and again, the type of interviewer to be selected. During the process of analyzing, some men quickly show ability to analyze well and these will not need much further attention from the campaign leaders. Others, of course, will require help throughout the day in making a good analysis of each boy's paper.

"Each analyzer should be cautioned not to drop the blank and lose the impression which the boy has made upon him, until he has discussed with the local leader what he has discovered, and has aided the latter in making the first interview assignment.

"A method which is practical for most analyzers is to begin by reading the blank through entirely,-Personal History, Personal Characteristics, Ambitions and Interests. and the special insert or supplement (High School, Employed or Christian Callings). As he reads through, it is well to check those answers about which he wishes later to make a notation, unless just the thought strikes the mind at the moment which he desires to pass on to the interviewer. In that case, it is well to make the notation at once. After noting the high points of emphasis, the analyzer takes the back of the insert arranged for that purpose, and writes his notations thereon, preferably signing his name so that if some point comes up for future discussion, the original analyzer may be traced. Following are the actual notations recently made on a blank which revealed a boy of high ability and serious purpose, but the answers were extremely vague from the standpoint of locating tendency. The references such as Section B—question 11, refer, of course, to the sections and question numbers of the main blank.

- 1. Note that the boy does not like his present work. Does he mean no future for him? He talks of quick success. He is getting good pay now. Does he mean higher success?
- 2. He is not taking any night school work.

- 3. He mentions saving. Discuss with him the form his saving takes.
- 4. The boy is a Protestant but not a member of church.
- 5. His answers to questions 1 and 2—Section B—are thoughtful and significant.
- He makes an extremely fine statement under question 11— Section B.
- 7. He has unusually large social and study interests.
- 8. The additional statement which he has put on the outside of the blank would indicate that his desire for quick success has a distinctly altruistic note.
- 9. See particularly his answer to question 11 on the last page of the main blank.
- 10. Probably this boy has good ability and his confidence is well placed.
- 11. Try to help him discover, among his many vocational interests, what is primary and what is secondary.

The analyzer will frequently be disappointed in what seems like a lack of significance in the answers to such questions as No. 10—Section B. Frequently, however, they are important in relation to statements elsewhere and are always valuable to the boy in giving him information about the qualities which are essential in the process of earning one's living. This is also true of the long list of vocations submitted on the last page. It is distinctly informing to the boy himself, and is given thus fully for his particular benefit.

"Most analyzers learn quickly how to balance study and work and play interests over against moving picture reactions and attitudes toward leadership or books or people, and gain thereby rather definite impressions of the boy in question. This has been made easier by the principle used in arranging the studies, question 2 Section C which is purposely different from that followed in listing the vocations, question 14 Section C. Diametrically opposite courses have been taken in approaching these two fundamental interests and frequently the skilful analyzer can read deep significance as to the boy's work qualifications from the way in which this part of the blank is marked. To take an analogy from the restaurant, the studies are arranged on the cafeteria style. everything spread around without any apparent logic in the arrangement. The boy will be obliged to go through the whole list as one does in a cafeteria, searching for what one wants.

The vocations are listed, however, on the 'combination breakfast' style. Psychologically, we feel it will be of value to compare the boy's interests as represented by these different choices,—on the one hand where he must search through a long list for his interests, and on the other, where the vocations are grouped under appropriate headings. If his choices are extremely varied in study, following none of the lines which would indicate him to be strictly scientific and mechanical, etc., and his vocational choices also, in spite of the grouping process, go 'all over the map' we will know that this boy either has considerable mixture of vocational tendencies, or else he is one of those subtle cases whose primary tendency must be discovered lying deeper than surface interests and impressions.

"On the other hand, suppose a boy checks diagonally across the page, from left top to right bottom (see chart, page 88 C.), when he is checking on the cafeteria style, indicating strong literary and humanic tendency in studies. Then the analyzer should turn to the last page and see whether or not his vocational choices are also literary and humanic. If so, the boy indicates a rather clean-cut type, at least on paper.

"But if he checks in the vocations, one or two occupations in each of the varied groupings, the analyzer should try to discover if in spite of choices in the artistic and commercial, for instance, his selections are really such as indicate his desire to work with people rather than with things, in correspondence with what he has said about his interests in study. If no such correspondence occurs, the analyzer should indicate this and let the interviewer go further into this matter in personal discussion with the boy.

"Other points to be remebered in studying the statements made by the boy, are:—

- 1. Take note of the general appearance of the blank and information gleaned from reading between the lines.
- 2. Watch for evidence that the boy would welcome help in moral or religious problems.
- Beware of the analyzer who looks for star blanks and turns down or slights those which are not quite so rich in surface interest.
- 4. Make sure that the results of the analysis are clearly written on the back of the insert and made as concise and definite as possible.
- 5. Look out for the man who lacks fundamental confidence in boys. Such a man thinks every odd answer an attempt to be smart, and any boyish over-confidence an effort to

bluff the interviewer. These men make poor analyzers and should be eliminated tactfully and given some other part of the work better suited to their abilities.

In an interview with Mr. Robinson in June, 1921, I asked him the following questons:

Question: In working out the data on the self-analysis blanks for boys, how were the questions formulated?

Answer: We used as a basis in the original blank the old self-analysis blank with suggestions from Professor Parsons of Harvard. Practically all the rest of it is our own invention except one question which we borrowed from the Carnegie Institute of Technology.

Question: What process did you go through in changing to the present analysis sheet from the old one?

Answer: We had a series of conferences attended by men representative of those in high school boys work employed Boys work, the field secretary, the county work man and occasionally the colored boys work secretary. We invited one local man to review the local problem. As we were on a technical job, we did not bring in voluntary helpers. We had twelve conferences and the new blank was the result of this long process.

Question: How many blanks would you estimate have actually been used and analysed?

Answer: All I can say is that the Association Press has sold 25,000 blanks in one year. We also know that a great many people copied this, and used it, or a slight medification of it, so that from 25,000 to 30,000 have been used.

Question: In the light of these experiences which have grown out of the use of this blank, would you at the present time recommend any changes in the blank itself?

Answer: We have thought of that question and have decided that for two reasons we would not change it this year. First, because we have had a perfectly satisfactory experience with it thus far; second, we have not had a long enough experience to locate any changes. We have not gone far enough yet to know how we want to change it.

As a result of this extensive work among boys, rather clearcut vocational tendencies have become manifest, including the following:

- 1. The boy indicating interest and probable ability to work with machines and mechanical forces.
- 2. The engineering type of perhaps better mental endowment or more ambition, looking beyond such occupations as the machinist to further study.
- 3. The salesman type of large humanic interests, indicating fondness for amusements and people combined with commercial interests.
- 4. The artistic boy who usually leaves everything else alone in the vocational choices, except that which has to do with the graphic arts.
- 5. The literary humanic type occasionally showing up with either one tendency strong, or a combination of both, with vocational interests ranging from preacher to actor.
 - 6. The commercial type.
- 7. The scientific boy who likes to deal with the sources of things.
- 8. The outdoor boy, but not the youth who is satisfied to have his outdoor life in the form of recreation, but seems drawn toward some occupation allowing large freedom.

By a sample marking of the self-analysis blank, Mr. Robinson shows how the eight typical cases enumerated tended to mark out the subjects in which they were most interested. Boy No. 5, for instance, on the analysis sheet checked reading, music, free-hand drawing, poetry, dramatics, art studies, geometry, as among his main interests. Mr. Robinson says about this case, "No. 5 shows quite the artistic tendency, five out of his eight checks coming in the second column which is obviously the artistic section of this study arrangement. This last is the only boy of the five whom we not know personally, and he is artistic in real ability as well as in his reaction to these study choices. Incidentally this boy clearly indicates more than causal artistic interest in no less than eighteen other points in his answers to the questions on the regular blanks and the high school insert."

TABLE I.

"FIND YOURSELF CAMPAIGN"

A SUMMARY OF ANSWERS IN SELF ANALYSIS BLANKS

Chamber of Commerce and Y. M. C. A. co-operating in a small New England City.

Forty-five boys filled out the blanks at the first meeting. Thirty-one boys came back the second night for interviews. 27 boys were native born and 4 were foreign born.

NATIONALITY OF PARENTS

16 Americans, 5 English, 5 Irish, 4 Italian 2 French, 1 Scotch, 1 Swiss and 1 Polish 18 boys were Protestants, 10 were Catholics 3 were Hebrews.

Twenty-five had both parents living and six had one or both dead. Eighteen of the boys liked their present work and thirteen disliked it.

$ \begin{array}{c} 3 \\ 12 \\ 6 \\ 6 \\ 2 \end{array} $	Length of time at work boys 4 months at work ,, 1 year ,, ,, ,, 2 ,, ,, ,, ,, 3 ,, ,, ,, ,, 5 ,, ,, ,,	18 boys held 1 position since leaving 4 ,, ,, 2 positions (school) 5 ,, ,, 3 ,, 2 ,, ,, 4 ,, 1 ,, ,, 5 ,, 2 ,, ,, 10 ,,
	Weekly wage of first position	Weekly wage of present position
	3 boys \$ 3.00 a week	1 boy \$ 7.00 a week
	1 ,, 6.00 ,, ,,	1 ,, 8.00 ,, ,,
	4 ,, 7.00 ,, ,,	1 ,, 9.00 ,, ,,
	5 ,, 8.00 ,, ,,	1 ,, 10.00 ,, ,,
	1 ,, 9.00 ,, ,,	5 ,, 12.00 ,, ,,
	1 ,, 10.00 ,, ,,	$\frac{2}{2}$,, $\frac{14.00}{14.00}$,, ,,
	1 ,, 11.00 ,, ,,	2 ,, 15.00 ,, ,,
	4 ,, 12.00 ,, ,,	1 ,, 16.00 ,, ,,
	1 ,, 13.00 ,, ,,	1 ,, 17.00 ,, ,,
	1 ,, 15.00 ,, ,,	1 ,, 18.00 ,, ,,
	2 ,. 18.00 ,, ,,	$\frac{1}{2}$,, $\frac{20.00}{20.00}$,, ,,
	1 ,, 24.00 ,, ,,	$\frac{2}{1}$,, $\frac{22.00}{1}$,, ,,
	1 ,, 25.00 ,, ,, 1 ,, 27.00 ,,	1 ,, 24.00 ,, ,,
	1 ,, 27.00 ,, ,,	1 ,, 25.00 ,, ,,
		$ \begin{array}{cccccccccccccccccccccccccccccccccccc$
		1 20.00
		1 91.00
		4), 01.00 ,, ,

Ages of Boys 1 boy 14 years old 5 boys 15 4 .. 16 10 of the 31 boys attended night school. 10 ,, 17 6 other boys were doing other studying 6 .. 18 12 boys were doing general reading. 19 3 ., 20 Form 1 NAME CITY OR TOWN STATE

SELF-ANALYSIS BLANK

For Purposes of

VOCATIONAL GUIDANCE

Designed for Use by Older Boys under Direction of Adult Leaders

If a young man chooses his vocation so that his best abilities and enthusiasms will be united with his daily work, he has laid the foundations of success and happiness. But if his occupation is merely a means of making a living, and the work he loves to do is side-tracked into the evening hours or pushed out of his life altogether, he will be only a fraction of the man he ought to be.—Parsons.

Prepared by
BOYS' WORK DIVISION
THE INTERNATIONAL COMITTEE OF
YOUNG MEN'S CHRISTIAN ASSOCIATIONS

The purpose of this blank is to help older boys and young men locate their natural interests and capacities, particularly those which tend to show vocational tendencies.

Do not hurry. Selecting one's vocation is serious business.

Be thoroughly honest. Your own particular abilities are what you are seeking to discover.

Let your answers indicate your present interests and ambitions for the future.

Ask questions of your leader if in doubt at any point.

SECTION A. PERSONAL HISTORY.

	Date
1.	Name
2.	Home address
3.	Where "born and brought up"?
	Which do you like better, living in city or country?
	Why?
4	Nationality of father
	Are both livings?If not, which is living?
5.	Does anyone look to you for financial support, wholly or in part?
6.	Occupations of father and other members of the family
7.	Are you employed regularly or are you in high school?
8.	Lost how much time recently from ill-health?
	Have you any physical handicaps?
9.	What system of saving do you have? Bank accountInsurance
	Investment in Liberty Bonds. live stock, etc
10.	Is your family Catholic, Protestant, or Hebrew?
	Are you a member of a church? Do you attend Sunday school of
	any kind regularly?
SE	CTION B. PERSONAL CHARACTERISTICS.
1.	Am I independent and self-reliant; do I like best to lead (in work, games,
	groups, or "stunt") or am I happier when another leads and I follow
	and help?
	Think it over like this,—
	Would I rather be captain, the directing head?
	responsibility?

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	Or, would I much rather do the actual work myself, (as mechanic.
	farm worker, salesman, artist) and let someone else do the
	directing and the worrying?
2.	Am I a team man, can I co-operate?
3.	Do I take particular delight in discovering my own way to do things?
4	Am I naturally obedient, following instructions readily?
	Or, do I like pretty much to rely on my own judgment?
	(Answer honestly, both kinds of boys are needed)
5.	Is it difficult to make my mind stick to a particular thing at a particular
	time?
6.	Do I make a strong finish?or quit rather easily?
7.	Is it easy and interesting for me to make new friends?
	Or, do I enjoy more, old friends and acquaintances?
8.	As a rule, am I happier when I am with other people?
	or when I am alone?
9.	Can I get along with most people?What sort of person annoys me most?
10.	Thinking it over carefully, would I rate myself as extra good, fair, or
	poor on the following matters:
	(Note: Put a check (X) under Extra Good, Fair, or Poor for each
	quality in the list.)
	Extra Good Fair Poor
	Enthusiasm (Full of earnestness or zeal)
	Charlish as (Consignations attention to details)

		Extra Good .	run 1001
	Enthusiasm (Full of earnestness or zeal)	1	
	Carefulness (Conscientious attention to details)	********	*******
	Punctuality (Being on time)	*******	
	Honesty (Acting on the square, not somewhat l	lax)	
	Energy (Having drive and punch)	*******	
	Thrift (Saving, not being an easy spender)	********	*******
	Hopefulness (Cheerful rather than gloomy)		
	Self-Confidence (Not over dependent on others)	*******	
	Persistency (Stick-to-it-iveness)		
11.	(a) Have you any habits which you feel migh	ht keep you fro	om the largest
	success in life?		
	(b) Would you like help or suggestions ab	out avoiding	or overcoming
	certain habits or temptations?		

SECTION C. INTERESTS AND AMBITIONS.

1. What do you like best for amusements and recreation? Check your favorites.

Music Theater

Movies
Dancing
Chess

Checkers
Card Games

Baseball

Football

Basket Ball

Gymnasium Swimming

Hiking (boys only) Parties and Pienies

(girls included)
Group Games
Wireless

Boating Camping Skating

Fishing

Photography

Wrestling

Track Athletes
Hunting
Keeping Pets

Pool or Billiards

Motoring

Horseback Riding

Tennis Golf

Add Any others

2. Of the following subjects, check those most interesting to you. Cross out any you particularly dislike.

Reading
Composition
Essays
Fiction
Drama
Latin
French

Grammar German Spanish Rhetoric Journalism Commercial Subjects

Music

Biology Botany Zoology Chemistry Trigonometry Geology Physics

Algebra
Geometry
Arithmetic
General Science
Physiology
History
Ancient
Modern

American Economics Geography Physical

Commercial

Free Hand Drawing
Poetry
Public Speaking
Dramatics
Debate
English
Declamation
Civics

Mechanical Drawing Art Studies Pattern Making Manual Training
Trade Courses
General Farming
Poultry Raising
Dairying
Truck Farming
Stock Breeding

Fruit Growing

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3.	Past or present hobbies				
4.	What kind of moving pictures do you like?				
5.	Of all the books you	have read, which two or	three do you like best?		
6.	What magazines do you read and enjoy most?				
7.	How do you spend most of your leisure time?				
8.					
	and the possibility of making money go to work for you?				
9.	If you could choose	now the occupation you	would like to be engaged in		
	ten years from to-da	y, what would it be?			
10.	Do you think you h	nave reasonably good natu	aral ability for this kind of		
	work?				
11.	Are you willing to	sacrifice present pleasure	in time and money to fit		
	yourself for better t	hings in the future?			
12.	Look over the follo	wing list of differing typ	pes of work. Check one in		
	each pair if you are	interested.			
	Automorphisms on		Marie Marie		
0	utdoor work	In business for self	Regular schedule		
Ir	aside work	Connected with some	Irregular periods for work		
		"going" concern	ì		
					
Ð	ealing with people	Skilled manual work	Similarity in tasks		
W	orking with things	Work primarily mental	Variety in work		
	Changing from place to place				
		Sticking to one location			
13.	Have your parents of	or friends suggested any pa	articular career for you?		

14. Check any of the following occupations in which you are especially interested. -

MANAGERIAL

Merchant

Broker

Banker

Manufacturer

Business Executive

Traveling Salesman

Retail Salesman

Private Secretary

Sales Manager

Advertising

Bookkeeper

Stenographer

Civil Service

Auditor

Certified Public

Railroad Mail Clerk

Accountant

AND COMMERCIAL

SKILLED MECHANICAL

Contractor

Plumber and Steam

Fitter

Printer

Photo Engraving

Jeweler

Machinist

Electrician

Chanffeur

Auto Mechanic

Lineman

Surveyor

Carpenter

Stone Mason

Cabinet Worker

Bricklayer

Sheet Metal Worker

Painter Telegrapher

Wireless Operator

Railroading

Army Navv

Merchant Marine

Aviator

Building Superintendent

Motion Pictore

Photographer

LITERARY AND HUMANIC

Lawver Teacher

Minister

Author

Newspaper Man

Detective

Social Worker

Y. M. C. A.

Missionary

Physical Education

Charity Worker

Editor

Publisher

ARTISTIC

Interior Decorator

Industrial Designer

Textiles, carpets, rugs, linoleums, wall paper

Pottery Decorator

Cartoonist

Magazine and Book

Illustrator

Commercial Artist

Musician or Music

Teacher

Actor

Artist

Sculptor

Engraver

Photographer

Architect

Draftsman

Landscape Gardener

SCIENTIFIC

Physician

Druggist Dentist

Forester

Chemist

Civil Engineer

Mechanical Engineer

Structural Engineer

Electrical Engineer

Mining Engineer

Metallurgy

Sanitary Engineer

Agriculturist

Horticulturist

Stock Raising

Dairving

Veterinary Surgeon

Optician

Can you give any outstanding reasons for these particular selections?

N

Form 4

HIGH SCHOOL BOYS INSERT

Special Questions Supplemental to

"SELF-ANALYSIS BLANK FOR VOCATIONAL GUIDANCE" (Fill out and insert in Self-Analysis Blank)

ame	e		*****************			
1.	What school do you attend?					
2.	Member of what class?	When to	be graduated?			
3.	. Check course of study	now taking:				
	General	Classical	Agricultural			
	Scientific	Mechanic Arts	Commercial			
4.	Do you like school?	Why?	****************			
	(a) In which subject of	lo you succeed best?	**************			
	(b) With what subjec	t do you have the g	reatest difficulty?Why?			
	***************************************		*****,			
5.	. Of all school activitie	es (studies, musica	al, social, literary, athletic,			
	recreational, etc.) which	h do you like best?				
6.	. Are you studying anyt	hing outside of your	r regular school work?			
	What?		••••			
7.	. Check any of the follo	wing kinds of work	in which you have had more			
		than a month's experience:				
	Artistic Transportat	ion Office Work	Mechanical Scientific			
	Agricultural Literary					
	. What special service a		ł dan			
			ol			
			munity			
9,						
			e?			
10.			alk over with the interviewer			
	concerning your—	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
	0, 0					
	• /					
П.	· ·		ief reason for considering the			
111	* *	•	analysis blank?			
	•					

Form 2

EMPLOYED BOYS INSERT

Special Questions Supplemental to

"SELF-ANALYSIS BLANK FOR VOCATIONAL GUIDANCE"
(Fill out and insert in Self-Analysis Blank)

Name	***************************************
1.	What is your present work?
2.	Like it or dislike it?and why?
3.	How did you happen to quit school?
	At what grade did you finish?
4.	How many years at work?
5.	What was the weekly wage of your first job?
6.	What do you get per week now?
7.	How many different jobs have you had since leaving school?
8.	Do you attend either night school or part time day school?
9.	Do you do any kind of studying now? Such as
	General ReadingVocational or Self-Help Reading
	Public Night SchoolPrivate Night School
	Y. M. C. A. Night SchoolCorrespondence Course
10.	Do you have opportunity to study during your work hours?
11.	About how much of your salary do you keep to spend on yourself?
12.	Are you handy with tools?If so can you do a neat workmanlike job?
13.	Are you a member of an Employed Boys' Brotherhood or similar club?
14.	What is the nature of your present employer's business?
	Form 3
(CHRISTIAN CALLINGS SUPPLEMENT
	Special Questions Supplemental to
·SEI	F-ANALYSIS BLANK FOR VOCATIONAL GUIDANCE"
	(Fill out and insert in Self-Analysis Blank)
	Date
	Age
7:4	A

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1.			any work after school hours or
	-		it, or not?
2.			(church, school, athletic, social,
			ve?
	(b) What positions	or offices have you	beld in them?
			d most?
3 "	Co what denomination	do vou belong?	
4.	Has any one at an	y time talked to y	you about definite Christian life r thought about it?
5.			ded and willing to consider full- which at this time appeals most
M	inister	Missionary (Note: Missionary work calls
		General	for a great variety of occupa-
R	eligious Educator or Teacher	Educational	tions, both at home and parti- cularly abroad. This list men-
	Teacher	Medical	tions only those most in de-
Sc	ocial Service	Agricultural Industrial	mand.)
Y	.M.C.A. Secretary	Architect or Engineer	
6.	What is there about	those checked wheh	makes them appeal to you?
7.	Would you like to e callings?		outlining the work of the above
8.			ation—college (general, special sociation college, etc.?
9.	Would you need to v	vork your way throu	igh, wholly or in part?
10.	At what date do you	think you can begin	n this special training?
11.	Do you desire to have someone go over with you the matter of how to choose a college, courses of study, etc.?		
12.	Suggest relatives, te mation, if desired.	achers, and friends	who can give additional infor-
Nam	ae.	Occupation	Address

•••••			

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POSSIBILITIES OF GUIDANCE WORK AMONG FOREIGN STUDENTS IN AMERICAN COLLEGES THROUGH THE CO-OPERATION OF THE FRIENDLY RELATIONS COMMITTEE IN AMERICA WITH THE NATIONAL COMMITTEES IN FOREIGN LANDS.

The work of vocational guidance through the Young Men's Christian Association has more far-reaching effects than among the young men of this nation only. There still lies beyond the greater ranges of the nations overseas who are sending to this country thousands of their finest youth for training in colleges. The average foreign student arriving in an American college or university is confronted, however, with the problem of adjustment to new surroundings as well as pursuing a course of study which will fit him to return to his own country equipped to undertake necessary tasks. An analysis of the objectives in rendering vocational guidance, for instance, to a Chinese student coming to America include the following aims: 6

- 1 To help the individual student.
 - (a) To lead him from a selfish into an altruistic purpose.
 - (b) To aid him in his decision on a suitable life work.
 - (c) To assist him in his personal problems—whether they be intellectual, spiritual, moral, physical.
 - (d) To blaze a path ahead of him, so that when he leaves the shores of China for America, he shall find at every important milestone of his career abroad, a Christian friend who is ready to help him and see him back to China a better, bigger, and more useful citizen.
 - (e) To aid the student in deciding which college to enter.
- 2. To contribute somewhat toward the solution of the great problem of leadership in China's moral, economic and industrial problems.
 - 5. "According to statistics gathered for the year 1919-1920 there are no less than 10,000 students from abroad pursuing higher courses of education in the United States representing 116 different nationalities. The Chinese with a thousand or so lead, the Japanese come next with 588 and the Filipinos next with 456. All the Latin American republics are represented and so are the countries of Europe and the Near East." Bulletin No. 5 of the Institute of International Education. July 1, 1921. Page 82.
 - Quoted from "Vocational Guidance among Chinese Students." E. L. Hall. 1917.

- (a) At great student centers like Peking there are literally hundreds of students who are waiting for some "soft job" to be tendered them by the government. Most of these men have secured a foreign training in some specialized field. They expected that a degree from an American university would be all that was required to guarantee a very high salary. Many are disappointed. They find too many men ahead of them and already on the waiting list.
- (b) Another aspect of this problem is accurately portrayed by a leading Chinese iron manufacturer. He finds many returned students filled with theory and with no practical experience. What they have gotten from America is considerable book knowledge, but in his line of work the number who could enter his plant and assume a responsibility for a definite piece of work are very few.
- (c) While China is being flooded with technical and engineering students of this sort, the ministry and medicine is woefully lacking in men of foreign training and high caliber.

In order to accomplish the aims set forth above, it is necessary that the vocational counselor be in operation in China before the individual student embarks for America. An analysis of his work in that country would include the following:

- 1. Visits to colleges which send students to America. A year before the class graduates, the counselor should be invited to attend the institution for the purpose of making at least one address (say on the principles governing the choice of a lifework in China), and of meeting personally all of the students who are to go abroad within a year. A special meeting for these students may be arranged in which the counselor with the assistance of the head of the institution may announce his readiness to aid students desiring this special help on the following points:
 - (a) Study with them their natural "bents".
 - (b) Advise them on the best colleges in America for the pursuit of study in certain subjects.
 - (c) Explain the needs and opportunities in China for leadership in various life callings.
- 2. Such announcement as indicated above should serve to open the mind of the students and prepare for further work with individuals. The contact up to this point would enable the Counselor to advise the students on the good and bad they might expect to find in American life, emphasizing such ways

in which they could discover the best. He could discover special facts of interest about individual students that should be known in America if the student is to be more effectively helped; he could point out the necessity of friendship with certain people—Association secretaries and Christian professors, and where the student had decided on the college he intended to enter, give him letters of introduction to certain individuals; he could explain the difficulties of the Customs examinations and explain the necessity of certain of the "red tape" which so often gives students the wrong impression at the very start.

- 3. He would then be ready for his final work in helping the student on his life-work problem—discovering, warning, building up where he discovered weak points; and by encouragement and constructive suggestions make the individual's strong points finally crystallize into some definite plan for the future.
- 4. Such work as could not be finished on the first visit could be promoted by correspondence, so that during the year from the time the student was first met by the Counselor until he sailed for America, there would be ample opportunity for further help and advice as occasion arose.

Proceeding from the ground work accomplished by the Counselor in China, the Association movement would be prepared to follow him up while he was enroute to his college, trace him to the point of his settling down in college life, continuing in follow-up work after he had returned to China.

The greatest hindrance of work with foreign students in this country at the present time is a lack of sufficient knowledge about their personal histories, their individual habits and training, together with their natural aptitudes and abilities. The Counselor in the foreign land through whom these foreign students clear, can greatly facilitate the proper social approach to many in this country by providing such information as the following:

The student's previous contact with Christian work; his lifework plans; his relation to the church; his financial situation; his own previous experience in active Christian work (facts which are hard to get in America); his family relations; his special talents as discovered by the Counselor; his prespects on returning to China, if any; his attitude of mind toward entering Christian work; his fitness for social or religious leadership; his social abilities (parlor tricks, etc., if any). Many such items might be included, which, if known in a confidential manner by the proper person, would be the means of leading the student into a much larger life.

After a lapse of four years, many things can happen in a young man's life. If it is important to closely follow the young man from a year before he started abroad, and through the period of years he lives in America, it is likewise as important to continue the contact with him after he returns to his own country.

VOCATIONAL GUIDANCE THROUGH THE USE OF MOTION PICTURES IN THE INDUSTRIAL DEPARTMENT

This department was organized six years ago to show industrial workers how their fellow workers mined their coal, produced and prepared their food, and made their shoes and clothing.

Motion pictures are becoming a very important factor in the practical Y. M. C. A. program with the five hundred secretaries devoting their full time to industrial work; the 158 buildings devoted to special industries such as coal and metal mining, textile, iron and steel, petroleum; the 143 cities having regularly organized industrial extension work using motion pictures at the plants, parks, street meetings, and other points where the Association program is operating with industrial workers.

The Industrial Department Motion Picture Bureau of the International Committee operates a free film service, and in consideration of this service the exhibitor agrees to pay transportation from and to exchange or at the point of exhibition as directed by the Bureau; to see that the films are carefully handled; that they will be returned on the morning following the last scheduled showing; and that reports will be made promptly to the Bureau.

The method for using these motion pictures makes it possible for the exhibitors to get together the particular pictures which would appeal to the groups for whom they are responsible.

From the standpoint of visualizing trades and vocations I have selected from their exhibition list the following subjects which

would be of value in connection with vocational guidance work. A key accompanies this list indicating the particular values the reel has in appealing to certain groups of people:

KEY TO TABLE 2.

- A.—Indicates a subject having special value in Americanization work. New citizens' clubs, foreign societies and Americanization classes such as English to foreigners, American History and Civics classes.
- B.—These subjects will be found to be of value in Boys' Work.
- C.—Commercial Departments in public and high schools, business colleges, professional men, clerks, business and industrial offices.
- D.—Domestic Science, women's clubs, churches, girl scouts, etc.
- E.—Association educational work in the building, plants and labor unions, public schools, academies, colleges, technical schools.
- F.—Manufacturing, foremen's clubs and managerial forces, chambers of commerce, men's clubs, churches.
- G.—Safety First.
- H.—Health.
- I.—Farm and Rural Communities.

TABLE 2.

MOTION PICTURES

No.	Reels	Subject	Key
1009 1010 1013 1014 1019 1020 1021 1022 1026	(1) (1) (2) (1) (1) (1) (3)	From Rags to Roofing (Roofing) Building Roads in a Military Camp. Evolution of a Silkworm	BEFI ABEFI ABDEF BEFI DF ACEFI BDEFI CDEI
1029 1030	(2) (1)	The Spirit of Corn The Box from Larkin's (Soap)	. DFI . DFI

No.	Reels	Subject	Key
1032	(2)	Giving His Wife a Square Deal	
	\-,	(Electricity)	ADFHI
1033	(3)	Telephone Inventors of To-day (Elec-	
	, ,		BCEF
1034	(2)		EF
1035	(2)	Forging the Links of Fellowship (Elec-	
		tricity)	BCEF
1037	(1)	tricity) Workman's Tools	BEFI
1040	(1)	Alpha Portland Cement	EFI
1042	(1)	Tractor Farming	BDEFI
1050	(1)	Tractor Farming The Mfg. of Ink and Cico Paste	CEF
1052	(1)		CEF
1053	(2)	How Uniforms are Made	BF
1059	(1)	Mephisto Woodboring Tools	BFI
1062	(1)	Making Linoleum	DEF
1063	(2)	Shredded Wheat	BDFI
1054	(1)	Give a Thought to Music	CDFI
1072	(1)	Pure Foods at Battle Creek	DFI
1075	(2)	How Automobiles Are Made	BEFI
1080	(2)	The Willys-Knight Motor	BEF
1081	(1)	Packard Axles	BEF
1088	(1)	The Trackless Train	BF
1090	(2)	The Trackless Train	BF
1094	(1)	Thru Life's Windows (Eyes)	BCEFGI
1097	(1)	A Trip Through Dairyland	DFHI
1099	(1)	A Mouthful of Wisdom (Dentist)	ABDEFHI
1104	(1)	Pure Foods—Oleomargarine	DEF
1105	(1)	The Story of the Orange	BDEF
1109	(2)	Lure of Historic Lake Erie (Trans-	ADEE
1111	(1)	portation) ,	ABEF
1111	(1)	Road Building in Maryland	BEFI
1113	(1)	Blue Print Road Building	BEFI
1115	(1)	Road Building in Illinois	BEFI BEFI
1117	(1)	The Cleveland Tractor	ADEFI
$\frac{1119}{1120}$	(1) (3)	Concerning Cheese The Winning Shot (Arms Mfg.)	ABCFI
1120		The Story of Oil	ABEFI
1123	(3) (4)	The Story of Oil The Go-Getter (Farm Electricity)	ADEFI
1123 1124	(1)	Keeping Fit. Industrial Family at	ADEFI
1144	(1)	Play (Social Service)	AFI
1125	(3)	Petroleum—from Well to Consumer	ABDEFI
1125	(1)	Clothes and the Girl (Sewing Machines)	ADEFI
1139	(2)	The Road to Clothes Economy	ADEFI
1140	(4)	The Twist Drill—its Uses and Abuses	BEFI
1140	(2)	The Menace (Fire Extinguishers)	ABDEFGI
1143	(2)	Automobile Starting and Lighting	IIDDEI OI
1110	(-)	Model G	BDEFI

No.	Reels	Subject	Key
1144	(1)	Making Dort Cars	BDEFI
1146	(1)	How to Operate the Multigraph	BCDEF
1148	(4)	Belt Making and Tanning	BEFI
1149	(5)	From Field to Foot (Hosiery)	ABDEFI
1151	(1)	The Electric Heart (Magneto)	BEFI
1152	(1)	Precisely like Polly (Uneeda Biscuit)	BDEFI
1153	(1)	The Story of the Stick (Lumber)	BEFI
1154	(2)	The Texas Trail to Your Table (Packing	g) ABDFI
2002	(1)	Stacking Raw Hides	EFI
2007	(1)	Portland Cement (Penn. Co.)	EFI
2008	(1)	Fine Tools	BEFI
2010	(1)	The Olive Industry	DEI
2012	(1)	The Orange Industry	CDEI
2014	(1)	The Sugar Industry	DFGI
2017	(1)	Making a Cake of Soap	BCDEFHI
2020	ı(1)	The Story of a Box of Candy	BCDEI
2021	(1)	Making a Ukulele	BCEF
2023	(2)	Making Cut Glass	DCFI
2025	(2)	Making of Shoes	BCEFI
2027	(1)	The Salmon Industry	DEFI
2029	(1)	Asbestos Quarrying	BCEFI
2031	(1)	The Lumber Industry	BEFI
2034	(1)	The Tale of a Shirt	CEF
2035	(1)	Pottery Making	DEFI
2039	(1)	Apple Raising	CDFGI
2042	(1)	Making Auto Wheels	BEFI
2044	(2)	Coal Mining	BEFI
2045	(1)	Making Lace	DEI
2047	(1)	Making Rubber Tires	BEFI
2049	(1)	Factory of the Ford Motor Co	BEFI
2053	(2)	The Ford Eagles	ABEF
3009	(1)	The Ford Tractor	BEI
3011	(1)	Luther Burbank	BDEI
3016	(1)	A Visit to a Large Hotel	BC
3023	(1)	Training U. S. Officers	A
3041	(1)	Making Liberty Bonds	ABCFI
-3045	(1)	Making the News	BCFI
3049	(1)	A True Fish Story	BCFI
3051	(1)	A Day in Dogdom	BCFI
3053	(1)	Training a Mechanic	BF
3057	(1)	On Foot with the Army	BF
3059	(1)	Making Helmets	BF

SUPPLEMENTARY LIST

1126 (1)	How :	Petroleum	is Produced
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- 1127 (1) Casinghead gas and pipe lines
- 1128 (2) Wonders of the modern oil refinery
 Refining processes and marketing
 (U. S. Bureau of Mines-Sinclair film.)
- 1155 (2) Why a Magneto
- 1156 (3) From Ore to Finished Pipe
- 1157 (1) Farming with Dynamite
- 1158 (1) Detroit Stove Works
- 1159 (1) Circulation of the Blood
- 1160 (2) The Art of Fur Dyeing
- 1161 (1) The Boy Scout and His Uniform
- 1162 (5) The Story of Rope
- 1163 (1) Solely a Matter of Soles
- 1164 (1) The Legend of the Corn
- 1165 (3) The Banana Industry
- 1166 (2) Speeding Up (Elevators)
- 1167 (1) Milk
- 1168 (1) Robert College (Educ. Missions)
- 1169 (1) The Serpent's Tooth (Saws)
- 1170 (1) American College at Bierut (Educ. Missions)
- 1171 (1) The Story of Thirsty Fibre (Paper)
- 1172 (1) Straight Goods (Silverware)
- 1173 (3) From Tree to Trade
- 1174 (1) The Making of Soap
- 1175 (2) The Golden Circlet (Wedding Rings)
- 1176 (3) Brake Beams and their Manufacture
- 1177 (2) The Car that Came Back (Automobiles)
- 1066 (3) Heads Win.
- 3062 (1) Aboard the Submarine "Z"
- 3063 (1) Warriors of the Deep

CHAPTER V.

CORRELATING VOCATIONAL GUIDANCE,
EDUCATIONAL GUIDANCE AND
PLACEMENT WORK.



CHAPTER V.

CORRELATING VOCATIONAL GUIDANCE, EDUCATIONAL GUIDANCE AND PLACEMENT WORK.

In a thesis presented before the Association School at Silver Bay in August, 1916, Mr. J. G. Olmstead stated a conviction that "the tremendous need of vocational counsel had not yet been realized by the Association," and with its educational and employment departments as organized, it was "continuing to make enrollments and placements its first concern." He pointed out that the matter of greatest emphasis should be to discover a young man's needs and that the association was educating him in things he did not need and placing him where he was unfit. If the criticism stated at that time was fair, it may be said of the movement to-day that this situation must still be reckoned with.

It is therefore of greatest importance that the relationship between vocational guidance, educational guidance and placement be understood at the outset when a vocational department is organized within the association. It is indeed important that emphasis be made upon the career rather than the job, but it is likewise important in many cases that the getting of a job is an essential step toward the working out of a life career plan. It is not always possible to make the ideal combination of starting the man in that position or kind of work for which he is ultimately aiming and for which he is naturally fit.

There are several obvious handicaps to the perfecting of this ideal arrangement. The lack of education may make it necessary for the young man to take up a temporary occupation in order to train himself to take advantage of the real opportunity when it comes. As Lincoln said: "I will study and get ready, for my

opportunity will come." There are physical handicaps which must be overcome in many cases. The physician may be the first man to consult. A change of physical environment, the correction of bad habits of sleep, food and exercise must be overcome. There is the ever-present handicap among those who are striving to move upward of the lack of money so that it is often necessary to take any kind of work that will provide some sort of income in order that the ultimate goal may be approached. There is the unquestioned handicap of lack of contact through friends or acquaintances which is often one of the greatest hindrances to progress. One must be fairly well known in order that he have the confidence of the employer and others upon whom vocational progress depends. In these days of great industrial competition, and especially during periods when work is scarce, it is often impossible to place young men in anything other than a temporary job.

Mr. Olmstead's thesis was based upon the relationship of the educational and employment work of the Association rather than upon the relationship of guidance and placement within a vocational department or bureau created for this particular purpose. A questionaire was sent to 58 educational secretaries and 25 employment secretaries. Since this investigation his recommendations are rapidly becoming effective in the movement at large. He suggests that "we combine our present educational and employment departments, organize vocational departments with first emphasis on vocational counsel, then on placement work; with trained secretaries for each office directed by a broadminded, clear visioned, just, progressive, aggressive vocational secretary. In this way we will have solved the question of the relationship of the educational and employment work of the association."

Some of the reasons for combining work of this sort in a Vocational department are enumerated by both educational and employment secretaries as follows:

1. That those who come for educational classes need counsel as much as those who come for employment.

- 2. That in handling both types of men the secretary needs to know the conditions of the city in regard to the employment situation and the opportunities for work.
- 3. That the students in the educational department need to secure positions at the conclusion of their study while those making application for employment likewise need to do some school work.
- 4. That by uniting this work under one department the expense of overhead is reduced.
- 5. That conflict between departments is reduced by correlating the work under one division.
- 6. That the preference often given to applicants of experience rather than to newly trained students from the educational classes would not become a factor in associations where the work of placement of both association students and unemployed men of the city became the one objective to the vocational department.

Mr. Olmstead's arguments in favour of a single department or bureau correlating the educational and employment work of the association are sound. There has developed, however, since 1916, a decided tendency within associations to organize a new department either as a part of or separate from the educational department called the vocational department.

This new department parallels the work of the school itself. To the Association student the bureau is available for counsel in choosing the course of a study. It therefore becomes a bureau of educational guidance without conflicting in any degree with the problems of school management. It also becomes a bureau of vocational guidance for any seeking to secure a profitable line of work in keeping with their personal fitness. It serves as a bureau of placement for both the student of the school upon completion of a course of study while equally serving the man or boy desiring employment but who is not enrolled in study classes.

The work of the vocational bureau with its fourfold work of analysis of the community employment situation, its examination of individuals, its placement work and its follow-up work, improves upon and combines the best features of the ald type of employment bureaus and the placement work of educational departments. Uniting under one division all phases of this problem it ensures correlation of effort, and prevents overlapping and friction and otherwise helps the entire association make the maximum contribution to all within or without the association classes in need of counsel or employment.¹

^{1.} See Appendix A, Section for definitions of various forms of guidance work

PART II.

THE WORK OF THE VOCATIONAL DEPARTMENT.

ORGANIZATION FACILITIES.



CHAPTER VI.

ORGANIZATION OF THE VOCATIONAL DEPARTMENT.



CHAPTER VI.

ORGANIZATION OF THE VOCATIONAL DEPARTMENT.

Objectives. Staff. Committee. Methods of financing and accounting. The office layout. Reference library. Record room. Publicity methods. The "Vocational Career" Week. The "Life Career" class.

THE OBJECTIVE

The objectives of this department are

- 1. To function as a clearing house in vocational and educational guidance and placement for the activities of the entire local association.
- 2. To assist the educational department by
 - (a) Counselling prospective students as to proper course of study (educational guidance) and
 - (b) Assisting individuals in need or out of employment to secure a satisfactory placement in the occupational world.
- 3. To aid business concerns in securing qualified workers.
- 4. To promote group vocational guidance as well as individual guidance through Life Career courses.
- To classify systematic information of the labor market and to make this available to both employers and employees.
- 6. To promote the study and improvem nt of methods of individual analysis and the selection of personnel.
- As a subsidiary responsibility to aid general secretary in the selection of the personnel of the association building

THE OCCUPATIONAL GUIDANCE STAFF

Effective service in Occupational Guidance calls for a specialist to direct the service, such assistance as he may need to do the work, and an Advisory Committee of successful business and professional men. The specialist who directs this work

should understand the opportunities for education as thoroughly as an Educational Secretary understands these opportunities. He should also understand the employment opportunities as thoroughly as the Employment Secretary does. The opportunities in the educational field do not change as much from year to year as the opportunities in the employment field, and, therefore, it would seem easier for the Employment Secretary to keep himself informed about educational opportunities than it is for the Educational Secretaries to keep informed in regard to the

employment opportunities.

Considering the nature of this problem, it would seem that the registrar of the vocational courses should be a skilled occupational adviser, and that it should be a part of his duties to assist those whom he advises to take vocational course to place themselves in positions in which their work in these courses will bring them adequate returns, and for this reason it would seem to be a logical method to have the occupational adviser and the placement officer very closely related to or combined with the office of Educational Secretary. There is a very decided advantage to have all of these functions combined in one officer, or under a single control.

THE COMMITTEE

To further the objectives as outlined above an advisory committee is constituted in the local associations undertaking this The members of this committee, beside assisting in securing the co-operation of other organizations, are usually appointed because of their competence and willingness to advise applicants with reference to the requirements and rewards and opportunities in their respective and allied fields. The membership of these committees usually include successful and representative men from various leading occupational lines in the city. These men undertake this form of committee service because they appreciate their obligation as older men to those whose careers lie ahead of them rather than behind. Experience indicates that of particular value on such a committee are those large employers who have reputation for fairness in dealing with labor problems as well as representatives of organized labor with a reputation as skilled Professional men connected with these committees likewise make satisfactory advisors.

In many associations these men act as counsellors for special individuals who are sent to them by the director of the vocation bureau.

Associated with this advisory committee are other members of the association who are capable of advising young men upon occupations of which the advisory committee men are not qualified to speak. These committee men and associated advisors are notified in advance of the appointed time for the interview by the director.

This work presents a new opportunity for service to the church. Pastors are constantly being appealed to by the unemployed and the under-employed, and by discouraged parents who are concerned about the future of their sons. There is a new opportunity, therefore, for the association to undertake this work for those pastors who are the background for the association work in the community.

The Business Administration Commission found that seventy percent of the associations reporting on employment work had in department committees.¹

FINANCING THE VOCATION BUREAU

As the work of this bureau becomes increasingly an association activity and a clearly defined department it must have a sound financial basis for its procedure. "It is the law of existence and permanency that each movement that expects to have a clearly defined life must acquire a method of its support and perpetuation."²

The only satisfactory basis in actual practice within the association has been to render this service upon the payment of membership or special fee. The Business Administration Commission found that the western associations, with rare exceptions, require only a membership fee but that many of the eastern associations charge a commission varying in amounts as follows:

- (a) 50% of the first full week's salary, or
- (b) One week's wages, or
- (c) One half of first week's salary to members; full week's pay to non-members, or
- (d) \$1.00 to register if 18 years of age or over, or 50 cts. under 18.

^{1.} Business Administration Report, Employed officers, 1919; p. 93.

^{2.} Same Report, p. 83.

- (e) 75% of one week's salary if a non-member of the Association, or 25% of the week's salary if a member.
- (f) A \$5.25 membership is given those over 18 paying at least \$7.50 commission and a \$2.25 membership to those under 18 paying at least \$3.75 commission.³

Sixty per cent. of associations reported that no fees were charged in addition to membership. Those who operate on the per cent.-of-salary basis reported various methods of collecting the fees, as follows:

Cash or 30 days.

Send bill one week after placement.

Three or four weekly installments, sometimes more time is given.

Two ways: by having the men pay it themselves or have the employer deduct out of the wages by the signed order route.

By letter, phone or occasionally by call in person.

Depend on honor of applicant. 4

Thirty-three and one third per cent. of the associations do not consider this commission method satisfactory but others reported that it was equitable and just; that it paid for service actually rendered; that it was the best method if income must be had; and that a fairer method was not known.

Twenty-five per cent. of the associations said that the commission basis was not equitable but others were as emphatic in taking the opposite position.

MEMBERSHIP FEE BASIS

The Commission found that the tendency throughout the country is for this work to become a clearly recognized department of the association rather than an employment agency attached to the association and that young men should secure its privileges through membership rather than through the payment of special fees. To the question "Do you require a membership fee?" the answers were overwhelmingly in the affirmative. The amounts varied from \$2.00 to \$12.00 a year for adults and for boys under 18 years of age from \$2.25 to \$5.00 a year.

^{. 3.} Same Report, p. 87.

^{4.} Business Administration Report, Employed Officers, 1919; p. 87.

The membership privileges included other than the advantages afforded by the vocation bureau. From two months' membership bearing social and vocational privileges with use of the reading room, billiard room, restaurant, barber and tailor shops, etc., to full membership in the association with its usual physical privileges cover the range offered. The Commission urged the return of fees in case the man applying for employment failed to secure the same as a result of the association's effort to help him.

It is a sound principle in community work to expect the beneficiaries of any kind of social service to pay the cost of same unless these beneficiaries belong to the dependent and defective classes. In most communities those who have a claim on the community for free employment service are provided for by the free public employment offices and there is, therefore, no special obligation of such agencies maintained by associations for the benefit of their members to serve those who do not have such special qualifications as require discriminating placement service.

ACCOUNTING RECORDS

The usual forms prescribe a duplicated page receipt book from which the payment of registration fees are posted. The payment of this fee is also noted on the application blank. A duplicated page receipt book may also be used for keeping a record of the commissions which are paid.

When notice of a placement is received the name of the applicant is placed in the proper column in the Placement Register and following the name is a column for wages and another column for the commission and successive columns to which dates and amounts of the installments on the commissions may be posted from the stubs in the receipt book or from the carbon duplicates of he receipts.

THE OFFICE LAY-OUT

There have been men who have done very helpful work in this field without any equipment. The ordinary worker in this field like the average worker in other professional fields finds that his work advances by scarcely perceptible steps and that the usefulness, which depends upon public appreciation, is cumulative. The work should, therefore, be so organized that its progress will not suffer by changes in the staff. This calls for equipment.

The office should be located in an accessible building with attractive, sanitary surroundings. It is very desirable that an office of this kind should be open on certain evenings of the week and this should be considered in making a selection. A side-walk sign is also desirable. The entrances, stairways and rooms should, of course, be attractive and well lighted and properly heated.

The Reception Room, the record room and the consulting rooms should be separated. It is necessary to have a place where applicants may await the convenience of the adviser and no records should be accessible to persons who are waiting. Since consultations must frequently be held while the office assistant is at work on the records it is desirable that the record room should be separate from the consulting room, but those two rooms should be adjoining. An applicant will talk more freely about himself in a strictly private interview. If the telephone is on the desk of the office assistant there should be an extension to the consulting room.

This room should be large enough to make it possible to use it for holding group tests and form eetings of such as may be interested in the same field.

The Consulting Room should be provided with two flat-top desks; one for the adviser, and another where the applicant is so placed that he faces the adviser and when located in such a position that he may have conveniences for writing when the interviewer desires to use a written test. It is highly desirable that the interviewer should have within easy reach his material for tests, his blank forms and properly indexed material on occupations.

THE REFERENCE LIBRARY

The Reference Library serves the counsellor just as the physician's library serves its owner.

It is very desirable to have a list of scholarships in training schools and colleges which are accessible to the young men of a particular locality. Such a directory will be more useful if it contains also the conditions under which different kinds of scholarships may be obtained. An index of this kind has been prepared

for use in one of the high schools of New York City. Copies of this index are supplied to the Associations of the city. Others who desire to examine a copy of this handbook for the purpose of preparing a similar directory for their own localities can secure a copy on application to the Vocational Guidance Department of the International Committee.

If the office of the counsellor is located near the public library, the librarian should be asked to provide a special shelf of books on these subjects.

For guidance in building up a library in this subject a list of books is provided in Appendix C. A progressive selection can be made from this list of books beginning with a half dazen as the smallest practicable group, with further expansion of the library as funds permit.

THE RECORD ROOM

The Record Room. This room should contain:

- (1) An index of information in regard to local opp runities for employment, and the prevailing rates of wages, hours and prospects for promotion.
- (2) Information in regard to the prevailing rates paid for unskilled labor, skilled labor and clerical work.
- (3) A classified index of employment positions, filled by the local Employment Department, will give information concerning the range of openings for regular clients.
- (4) There should be a classified index of foremen, managers, public spirited citizens, and influential men and women of all classes, who are in a position to introduce men to desirable opportunities.

The filing case, in which is placed the record of dealings with applicants, should contain in the drawers, large enough to take the standard correspondence folders alphabetically arranged, a folder for each applicant. When an applicant's case is completed this folder should contain:

- (1) The blank prepared by the applicant.
- (2) The analysis and the tests made by the adviser.
- (3) The reports of the counsellor to whom the applicant has been referred.

^{5.} Detailed form of records are described in Chapter VIII.

- (4) The recommendations which have been made to the employment secretary and his report thereon.
- (5) The recommendations that have been made to the educational secretary, and his report thereon.
- (6) The recommendations made to the religious secretary and his report thereon.

The filing case, in which will be found indexed occupational information, should have drawers for correspondence folders of standard size. An active worker, for example, will be able to turn to his filing case and pull out a folder which will contain records of interviews with employers, reports from young men who are engaged in the occupation, and clippings from newspapers and magazines.

In Associations where the occupational guidance service is rendered by the employment secretary the same files will also contain the records of those men who have applied for employment only, and not for occupational advice. In their cases the folders, of course, would contain only the blank filled out by the applicant, the carbon copies of letters of recommendation to employers, and the reports of the field worker whenever a special agent has been sent out to secure or to find employment for a particular applicant.

PUBLICITY

Before the work of this bureau can become effective within the community it must become known. This calls for some definite plans for publicity. The Business Administration Commission found that the vocational department was advertising its work through the following media. ⁶

Service of quality.

To prospective members and applicants through daily press, and a permanent bulletin in glass case at the street entrance with typewritten list of calls and miscellaneous notes, changed daily.

To employers, by form and personal letters, blotters and various printed matter, sent out periodically.

Circulars, bulletins, letters, postcards, blotters, newspapers,

^{6.} Business Administration Report, p. 93.

personal solicitation, folders, telephones, Association paper, Business men's Clubs, other members, Churches.

Typical forms of publicity are indicated herewith as suggestive of methods being used.

Form No. 5

 $(3 \times 5 \text{ card sent to employers.})$

HELP

SOLDIERS, SAILORS, CIVILIANS

Find The Right Position

Your Openings To The

Competent Executives.

Salesmen, Accountants.

BOOK-KEEPERS STENOGRAPHERS

Office Assistants, Advertising Men

Draftsmen, Shippers, Packers, Chauffeurs.

Etc., Supplied

(Address of Assoc.) ASK FOR MR. JOHN DOE

Form No. 6

Circular letter to employer.

DEAR SIRS:-

Among the many applicants registered with us for employment, there may be just the one for whom you are advertising.

We will be pleased to send one or more for an interview if you will let us have your name, address, the party to ask for and best time to call.

Yours truly,

JOHN DOE,

Employment Director.

Form No. 7.

Circular letter to employer.

GENTLEMEN:--

We note your advertisement under "Help wanted" and write to suggest that possibly we can assist you. If you wish us to try and will advise what the requirements are, other than stated in the advertisement, we will give your request immediate attention.

Yours very truly,

YOUNG MEN'S CHRISTIAN ASSOCIATION

JOHN DOE

Employment Director.

Reproduction of classified ads in the "Male Help" columns of the daily papers.

Form No. 8.

Y. M. C. A. 220 GOLDEN GATE AVE.

Tel. FRANKLIN 461

INVESTIGATED MEN AND BOYS FOR OFFICE SALES
AND TECHNICAL POSITIONS

NO FEES CHARGED FOR EMPLOYMENT SERVICE. We operate as an Association open to all—to be used by the community.

Form No. 9.

NEED A MAN?

The Y. M. C. A. EMPLOYMENT SERVICE

has available investigated men for

OFFICE, SALES and TECHNICAL positions.

Because of the large volume of business handled (over 300 actual placements a month), the bureau is usually able to give quick as well as careful service. But care comes first.

Naturally, no fees whatsoever.

Just 'phone Franklin 461

Y. M. C. A.

^{7.} Used by San Francisco Association.

EXPERIMENTS IN NEWSPAPERS ADS

Form No. 10.

Brought in an everage of \$16.00 a day in Employment Department Membership money.

HELP WANTED-Y. M. C. A.

There are positions open for you—every unemployed man—every man desiring to better his condition should get in quick touch with the advisory and employment department of the Y. M. C. A.

We know how to put the right man and the right job together.

During March we placed nearly 200 men satisfactorily—friendliness, opportunity and full Y. M. C. A. privileges are included in the special employment membership.

It costs nothing to investigate this modern, systematic, position-securing institution. New crop of splendid opportunities harvested daily. One is for you.

Call at once, in person, if possible. Main 8700.

Form No. 11.

When changed to this, seemed to lose its pulling power and averaged only \$6.00 a day. The reason seems to have been that stating the salaries when they were of such a mediocre nature, satisfied the curiosity and made men lose sight of what was said in the foregoing sentences.

HELP WANTED -MALE.

HELP WANTED-Y. M. C. A.

There are positions open for you—every unemployed man—every man desiring to better his condition should get in quick touch with the advisory and employment department of the Y. M. C. A.

We know how to put the right man and the right job together. During March we placed nearly 200 men satisfactorily—friendliness, opportunity and full Y. M. C. A. privileges are included in the special employment membership.

It costs nothing to investigate this modern, systematic, position-securing institution. New crop of splendid opportunities harvested daily. Bookkeepers, \$85 to \$125; salesmen, \$75 to \$100 and expenses. One is for you.

100 good positions for industrious boys. Call at once, in person, if possible. Main 8700.

Form No. 12.

On the first day this ad. was run, over \$40.00 worth of new Employment Department Memberships came in.

UNCLE SAM WANTS EVERY MAN AT HIS POST.

Your post is the place you are best fitted to fill.

Why not EARN MORE—PAY YOUR BILLS and DO YOUR BIT at the same time?

This is the greatest moment in history for a well-advised readjustment of your life.

Middle-aged men can "come back" now.

Boys must fill the soldiers' places at once.

The Y. M. C. A. Employment and Advisory department is able to give priceless advice—it puts you into the largest place you are able to fill successfully.

An Employment membership of \$5 has been devised because we know that a man without work deserves special consideration.

Don't miss this modern, scientific and thoroughly business-like way of securing a position.

Phone Main 8700. Call at once in person, if possible.

This War Time Department Ad. helped to produce results. The Department is located in a city of the 250,000 class and in April, 1918, had:

,,		
Applications for help	 	 420
Sent to positions	 	 599
Interviews with men	 	 913
Members joining through department	 	 123
Membership money received	 	 \$451.50

Form No. 13.

An Effective Circular used in San Francisco reaching men in need of employment.

Y. M. C. A. EMPLOYMENT SERVICE

We are not a Commercial Employment Bureau charging 16 to 30 per cent. of a month's salary on every job secured. We could be.

Nor a big free Labor Office handling men by the thousands. We couldn't be. That is the field of the State and United States, and is well covered.

We are an Employment Service for Association Members. We charge no fees.

JOB INSURANCE

A membership costing \$5.00 a year gives Social and Educational as well as Employment privileges.

It guarantees a job. We will cheerfully refund your money should you fail to secure employment.

It holds good for twelve months.

WHY MEMBERSHIP?

We have found that members make good.

It is a symbol of your good faith to us and to the employer.

It enables us to look up your references, hold them on file, and send you out as a man we know. You can at any time refer employers to us for copies of your recommendations.

NO RISK

A membership is all win for the member. He cannot lose. Can you afford to be without it?

"A man must burn before he can shine."

In addition to the above suggested means of publicity some associations publish special numbers of their membership bulletin describing in detail the vocational service rendered by the department.

"VOCATIONAL CAREER WEEK" AS A MEANS OF PUBLICITY

This plan, inaugurated by one of the associations in a large city, is described as follows:

This plan was to first present information of a personal or psychological nature at a large assembly, that young men might progressively with the talk, analyze their interests and aptitudes. Occupational addresses largely of an informational nature, covering five important fields of work, were planned for five evenings of the week. Individual vocational counsel was planned to be handled by three vocational counsellors, one intelligence examiner, and ten occupational or business counsellors. Plans were made to make the advertising appeal to men under 30 years of age. A slogan, "Find yourself through personal and business information," and a monogram illustrating the "Vocational-Career" motive, were adopted. The program for the week was scheduled as follows:—

Sunday afternoon "Jobs and the man"—The contribution of character and temperament to business success, by Joseph Jastrow, Ph. D., Professor, Psychology, University of Wisconsin.

Monday evening "Roads to the Executive for the Clerical Worker," by Cameron Beck, Personnel Manager, New York Stock Exchange.

Tuesday evening "Salesmanship," by E. J. Gantz, Instructor, United Y. M. C. A. Schools.

Thursday evening "Engineering," by Allen Rogers, Ph. D., Professor Engineering, Pratt Institute.

Friday evening

"The Accountant's Position in the Business
World," by W. L. Simrell, General Auditor,
Mutual Life Insurance Company.

Saturday evening "Construction, Contracting and Building as a Life Work," by Honorable William J. Calder, U. S. Senator, and Honorable Fred W. Rowe, Ex-U. S. Congressman.

All speakers held to their subjects; and all the occupational speakers were able to present their informational material in a very interesting way. A very high percentage of men in attendance upon the addresss were under 30 years of age and a very keen interest was demonstrated in the subjects. A question-discussion period followed each address. Very difficult to handle in a practical way because of its scientific nature was the address on the personal or psychological phases of guidance, and this was presented by Prof. Jastrow with exceptional ability. §

^{8.} Brooklyn Central Branch. Report for April 17-23, 1921.

LIFE CAREER CLASS

The life career class is a new feature in Vocational Guidance work inaugurated in 1920 by Professor E. W. Weaver in the Washington, D.C., and Harrisburg, Pa., Associations. The course of study was especially designed for ambitious young men who desire to make thorough educational studies for promising careers; for parents and teachers who are anxious to assist young men in planning their future and for social workers who are interested in promoting a systematic industrial development of their own communities.

The class sessions included lectures, discussions and demonstrations covering the methods of discovering abilities, the choosing and finding of the right kind of employer, the principles of wage earning and the promoting of new fields of opportunity.

At the conclusion of the course each member of the class, who so desired it, had a well defined plan for preparing for, entering upon and advancing in the occupation of his choice. The personal counsel of Professor Weaver in making these individual plans was a feature of the work.

There were sixteen lessons in the course, as follows:

Lesson

I—Choosing a Life-Career

II—Self-analysis

III-Moral and Spiritual Values

IV--Choosing an Employer

V—Unskilled Labor and Personal Service

VI-Public Service

VII—Factory Work

VIII—The Skilled Trades

IX-Transportation and Communication

X-Agriculture

XI—Office Work

XII - Salesmanship

XIII—Supervisory Work

XIV—Business Proprietorship

XV-Professional and Social Service

XVI—Conclusions

110 Vocatonal Guidance and Employment Practice

Other associations inaugurating this work will find that the membership of the class should be limited to not less than twenty-five and not more than fifty. Interest in Vocational Guidance is becoming so wide that experts in this subject can be found in all large and many smaller cities. The office of the Vocational Guidance Department of the International Committee has a directory of people who would make excellent instructors for such classes.

CHAPTER VII THE STUDY OF OCCUPATIONS.



CHAPTER VII

THE STUDY OF OCCUPATIONS

Classifications: by a French Psychologist. Merton's classification. Schneider's classification. Government classification. Classification by amount of intelligence.

Job analysis. Types. Psychological tests from Job analysis. Qualities of good analysis. Principles. Forms of Specifications.

SURVEYING THE COMMUNITY.

In some not far distant day, there will be available in the office of the Vocational Bureau, a complete file of the several thousand trades or professional pursuits carefully classified and cross-classified. Progress is slow along this line, for such classification presents real difficulties. Several approaches to this question are indicated in the classification by products, such as forms the basis of the U. S. Census Bureau Report on occupations; classification according to the natural abilities of the worker, classification according to educational training required and classification according to the prospects and reward of the trade.

Classification also presents the two-fold problem of requiring on the one hand the analysis of the trade itself or the job within the trade, and on the other analysis of the individual's traits or aptitudes as required in that particular job.

OCCUPATIONAL CLASSIFICATIONS

BY A FRENCH PSYCHOLOGIST: Prof. Weaver finds an arrangement by a French psychologist helpful as follows:

- 1—Human beings who work to eat—they are like biological specimens and form the vegetative class.
- 2—The imitative class.
- 3—The inventive class.
- 4-The executive class.

Of these classifications Dr. Reed says.1

"We have a right to assume that there is a tendency to retain in the vegetative class those who possess latent talents and should be forced to develop them. Some cannot progress, but wherever those who belong to the higher grades remain in the lower, they are causes of discontent."

ON THE BASIS OF DOMINANT AND SUPPORTING ABILITIES

Dr. Merton classified occupations in three groups; group one includes professions, arts and sciences; group two includes all commercial enterprises and group three all trades and skilled vocations. All three groups are sub-classified according to dominant abilities in the individual, which are necessary for success in that occupation. Of these dominant abilities there are ten of major importance as follows:

- 1—The ability of constructiveness
- 2—Ability to reason
- 3—Accuracy in form
- 4—Ability in color
- 5—Ability in numbers (mathematical)
- 6—Ability of attentiveness
- 7—Language or linguistic ability
- 8—Musical ability
- 9—Business ability
- 10—Executive ability

Under Dr. Merton's arrangement any number of occupations may be listed. He lists many supporting abilities in conjunction with the dominant ability for each occupation, all of which contribute to the individual's success in the trade in question.²

SCHNEIDER'S DUAL CLASSIFICATION OF BOTH MEN AND JOBS:

Schneider has for many years considered the problems involved in adjusting human beings to congenial types of work

^{1.} Junior Wage Earners. Anna Y. Reed. 1920. p. 113.

^{2.} How to Choose a Vocation. Holmes W. Merton.

and prefers to classify both men and jobs on the basis of certain broad characteristics, which refer more particularly to interests, habits, preferences and human temperamental factors than to the technical psychological mechanisms employed in the work. He writes:³

"Every individual has certain broad characteristics and every type of work requires certain broad characteristics. The problem then is to state the broad characteristics, to devise a rational method to discover these characteristics (or talents) in individuals, to classify the types of jobs by the talents they require and to guide the youth with certain talents into the type of job which requires those talents."

Basing his analyses mainly on the enterprises of manufacture, construction and transportation, and recognizing that other broad characteristics would probably be listed if different types of occupation were also considered, Schneider gives a list of sixteen classifications which may be applied either to the individual or to the type of work as follows:

a. Physical strength; physical weakness.

b. Mental; manual. c. Settled: roving.

d. Indoor; outdoor.
e. Directive; dependent.

f. Original (creative); imitative.
g. Small Scope; large scope.
h. Adaptable: self-contered

 $ar{h}$. Adaptable; self centered. i. Deliberate: impulsive.

j. Music sensek. Color sense

l. Manual accuracy; manual inaccuracy.m. Mental accuracy (logic); mental inaccuracy.

n. Concentration (mental diffusion. focus);

o. Rapid mental slow mental co-ordination.

p. Dynamic static.

This is in substance the approach of Dr. Merton to this same problem and even with defects which scientists see in it is measurably superior to our present haphazard methods. To understand what Schneider means by "broad characteristics" we may take his distinction between the settled and the roving types.

^{3.} Quotation from Vocational Psychology, Hollingworth, Page 104, 1920.

"There is a type of man who wants to get on the same car every morning, get off at the same corner go to the same shop, ring up at the same clock, stow his lunch in the same lockers, go to the same machine and do the same class of work, day after day. Another type of man would go crazy under this routine; he wants to move about, meet new people, see and do new things. The first is settled; the second is roving. The first might make a good man for a shop manufacturing a standard product; the second might make a good railroad man or a good outdoor carpenter."

Or, again, consider his distinction on the basis of "scope." "Then there are two types—one of which likes to fuse with an intricate bit of mechanism, while the other wants the task of big dimensions—the watchmaker, the engraver, the inlayer, the painter of miniatures, on the one hand; the bridge builder, the steel-mill worker, the train dispatcher, the circus man on the other. One has small scope, the other large scope."

GOVERNMENT CLASSIFICATION

In the U. S. Census occupations are classified under the following general headings.

1—Agricultural, foresty and animal husbandry.

2—Extraction of minerals.

3—Manufacturing and mechanical industries.

4—Transportation.

5—Trades.

6—Public service.

7—Professional service.

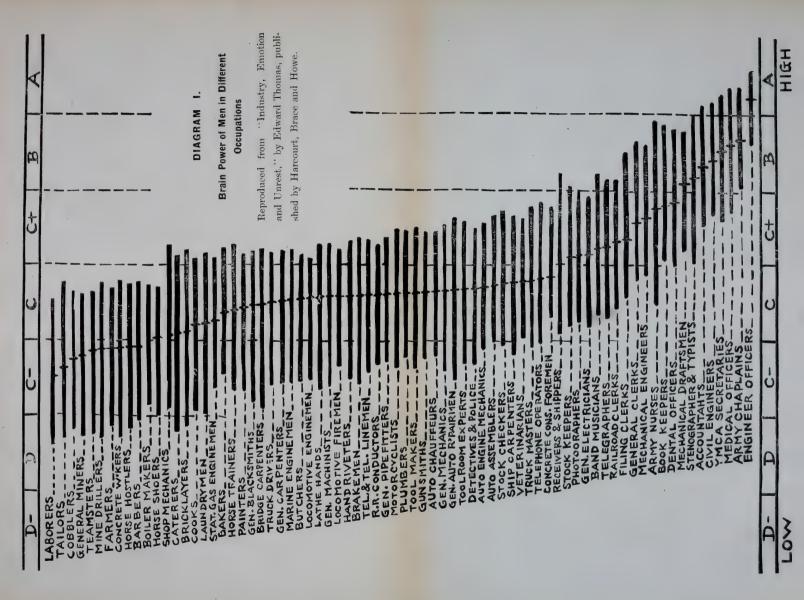
8—Domestic and personal service

9—Clerical occupations.

ON THE BASIS OF INTELLIGENCE:

While intelligence is not the only form of natural capacity, it does, however, form one of the most interesting of all methods, as shown by the relation between intelligence and occupation in the case of 36,500 men analyzed during the war, the results of which analyses are charted in a report of the Surgeon General's Office of the U. S. Army. This chart is reproduced herewith. (See Diagram 1.) Along the left hand margin will be found the names of various occupations. The intelligence of the men in the occupations of the army is indicated by the horizontal line following each name. The length of this line and its relation to the ABC as scaled at the top and bottom of the chart, shows the range





of intelligence of the middle 50%, of the men in any occupation. For example, if the laborers are arranged in a row according to intelligence from the lowst to the highest, the first line of the chart will indicate the range of intelligence from the man one-quarter of the way from the bottom to the man one-quarter of the way to the top. The short vertical line cutting the horizontal line shows the intelligence of the middle laborer, namely C minus. A glance at this chart shows that different occupations will present different degrees of intelligence, but it also shows that these differences among laboring occupations on the chart are too slight to be of service in vocational selection.

For example, all the occupations from horse-shoer to telephone operator represent the middle group, falling within the C class.

Prof. A. T. Poffenberger in discussing this chart says:4

"It is not by any means true that the best worker in any occupation is a person of high intelligence. It is quite possible that for certain occupations a rather low grade of intelligence is adequate and that to employ one of the higher grades of intelligence would be a waste. The determination of the minimum intelligence required to do satisfactorily certain kinds of work is an important problem and the matter is being carefully studied. Furthermore, intelligence is not the only trait required for success in an occupation. Honesty, punctuality, loyalty, general health and others may be indespensable. The best intelligence examination now in use for measuring fitness for entrance into college shows only 60% of a possible perfect relation between performance in the test and academic record during the first year of college work."

Intelligence tests of to-day open a new door to the determination of general alertness and capacity. The best known of the intelligence examinations is the Binet-Simon, in one or another of its modifications. It consists of a measuring scale upon which the units are years of age and any person who is measured on this scale has an intelligence which may be expressed in terms of years. Within each year unit on the scale certain kinds of tasks have been found to be readily performed under careful arrangements and standardized circumstances. In the U. S. Army data those

^{4.} Scientific American Monthly. March 1921. Page 208.

occupations on the chart averaging below (were found to have a mental age of twelve years; those averaging ('to have a mental age of fourteen years; those averaging C plus to have a mental age of sixteen years; those averaging B a mental age of seventeen years and those averaging A the mental age of a superior adult. A study of these differences of intelligence as they were suited to certain occupations, shows a very interesting type of classification, which is indicated as follows:

1.—Men who work with animals, plants and raw materials.

These occupations averaged below C; mental age 12 years: Teamsters, Farmers, Stablemen, Horse-shoers, Cobblers, Tailors, Laborers, Boilermakers, Barbers, General Miners, Concrete Workmen.

2.—Men who work mainly with tools, instruments and implements.

These occupations averaged C; mental age 14 years. Gen. and R. R. Shop Mechanics, Checkers, Tool and Stock Room Men, Cooks, Bakers, Caterers, Butchers, Laundrymen, Telephone Operators, Auto Mechanics, Assemblers and Repair Men, Painters, Carpenters, Bricklayers, Plumbers, Pipe Fitters, Machinists, Lathe Hands, Gunsmith, Blacksmiths, Riveters, Truckmen and drivers, Chauffeurs, Marine, Stat. Gas, and Locomotive Engineers, Telephone Linemen.

3.—Men who work mainly with symbols, records and simple relations.

These occupations averaged C plus; mental age 16 years. General Receiving, Shipping and Filing Clerks; Bookkeepers, General Electricians, Mechanical Engineers, Stockkeepers, Photographers, Telegraphers, Band Musicians, Army Nurses, Concrete Construction Foremen.

- 4.—Men who work with complex symbols and people.

 These occupations averaged B; mental age 17 years.

 Mechanical Draughtsmen, Stenographers, Typists, Accountants, Dental Officers, Civil Engineers, Y. M. C. A. Secretaries and Medical Officers.
- 5.—Those who deal mainly with other persons.

 These occupations averaged A; mental age Sup. Adult.

 Army Chaplains and Engineering Officers.

JOB ANALYSIS

Job analysis is an absolute necessity if the movement which aims at the placement of men in proper work is to proceed upon a scientific basis. The difficulty which the vocational counselor confronts in this entire field of knowledge is that much has been said and written about character analysis while very little has either been said or done about job analysis, although the larger attention of psychologists and employment managers has been given to this latter phase of the problem. It is obviously but a job half done if a counselor is able to analyze people and unable to furnish them with information on positions which have likewise been subjected to analysis. They are two distinct aspects of selection—analysis of the man and the analysis of the job, and investigation upon both lines, while rapidly progressing, is far from satisfactory.

It must be appreciated, however, that job analysis is a much more difficult and complicated task to-day than it was a few years ago before industry had reached its present stage of development. In past generations, because of the limited number of trades and occupations, it was a simpler task to be familiar with them, but the unlimited increase in the number and variety of occupations and trades in this generation presents a problem of utmost complexity.

Three methods have been used in attempting job analysis. One of these has been to endeavor to learn what type of individual is most in demand in the different occupations. The questionaire method has been used in this connection, employers having been asked to state in their own way the necessary or desirable mental and moral qualifications of those who might expect to succeed in the various kinds of work. The difficulty of this method is in interpreting the meaning of such terms used by those describing the occupation when they say it calls for honesty, patience, attention, neatness, perseverance, etc. These characteristics are needed in a great many occupations but a further difficulty presents itself in the inaccuracy in such general terms as attention,

memory, etc. Attention for instance to one set of facts is not a proof that an individual will be attentive to another set of facts.

The second method of analysis has been that employed by the professional psychologist (represented by the late Prof. Munsterburg) in which was indicated in each occupation the required education and necessary technical schooling and the special personal interests and social satisfactions involved. This approach has been inadequate to the purpose since it did not distinguish between the particular satisfactions or interests involved in any particular type of work, for the same thing might be said of "prize-fighting, plumbing and peddling." The housekeeper and the journalist require tact as well as the physician.

The third type of analysis by the psychologist has been developed more recently and is quite in contrast with the methods of analyzing and describing jobs in terms of personal qualification. It makes a thorough analysis of one job and then on the basis of this study selects a set of tasks which seem to involve the same ability as that required by the job. These tests are then tried out on a large number of workers whose ability is known in order to find those tests which do this to the highest degree. When tests which are sufficiently significant are found the result is a standard and scientifically accurate measurement of those specific abilities which are required by equally specific jobs. It is unnecessary to name these abilities even. The qualities required by a successful inspector, for instance, need not be called good visual discrimination, quick-reaction time and steady attention. These names are general and serve merely as a starting point and the requirements of this job may be stated simply as the ability to reach such and such a standard in tests number two, six and eight. There is nothing vague, abstract or general about an analysis of this kind. It is a long and careful process but can be made only by persons equipped with the proper technique. In the meanwhile a temporary job analysis must be made to meet the immediate needs of the Vocation Office.

^{5.} Employment Psychology, Link, 1919, Page 259.

QUALITIES OF A GOOD JOB ANALYSIS:6

- 1—It must be comprehensive, including all important factors which enter in to make each job what it is.
- 2—It must be brief, giving only the most necessary and fundamental facts concerning the job.
- 3—It must be made in standard terms in such a way that various elements which the jobs have in common are stated in common terms and not in a different manner each time.
- 4—It must be concrete, describing the job not in terms of general and abstract qualities, but in terms of measurable abilities that have specific significance.

Dr. Link used these principles as a guide in making the analysis which covered over 18,000 employees and over 900 varieties of work. To make the analysis of each job comprehensive, he used the following form:

Name	of job
Physi	cal characteristics of job:
1.	Machine
2.	Hand work
3.	Heavylightmedium
4.	Liftinghaulingelimbingstanding
	sittingwalking
ŏ.	Cleandirtyhotcold
6.	Kind of eyesight required
Menta	al characteristics:
1.	Educational,
2.	Prerequisite experience
3.	Ability in English: Readwritespelltalk
4.	Ability in mathematics: Copy figuresadd
	subtractmultiplydividedecimals
Misce	llaneous:
1.	Earning
	a. Day-workmaximumminimumaverage
	b. Piece-workmaximumniinimumaverage

^{6.} Employment Psychology, Link, page 260.

2.	Hours
3.	Possibilities of promotion
4.	Time required to break in new man
.).	A brief statement of any other essential features of the
	job

All of the above points included in this outline are of utmost importance if taken from any point of view, whether that of physical fitness or mental and miscellaneous characteristics.

The other principles of analysis suggested by Dr. Link are too obviously important to require discussion.

There is, however, a question of vast importance to those engaged in guidance and employment work, namely—Who shall make the job analysis? It is evident that those most familiar with the jobs are the various foremen and overseers but they are frequently incapable of giving this adequate attention. This inadequacy is partly overcome by asking the foremen to follow the specifications as outlined. The procedure should be under the supervision of a vocational director, however.

The same detailed method of giving these job specifications is indicated in a bulletin by the Federal Board for Vocational Education, and is reproduced herewith.

A PRACTICAL SERVICE RENDERED:

Every vocation bureau is in a position to furnish and contribute to some central headquarters an analysis of one or more specific jobs or occupations. If carried out upon a standardized form there would be built up within a very few years through this process an analysis of practically every known trade. This analysis would have to be of the type just described under Dr. Link's four principles rather than an attempt to follow the psychological procedure, which in the nature of things must be left to highly trained men. By pooling this information every Bureau would have access to the work done elsewhere.

For method of making a trade test as followed by psychologists to-day, see Appendix D.

^{7.} See Figure 2.

Figure 2.

JOB SPECIFICATIONS. (Front)

This form is easy to fill out if you follow instructions carefully)

1.	GENERAL: Department No						
2.	MINIMUM QUALIFICATIONS: Male English Read Schooling 6 2 Blueprints Physical						
	Trade experience						
8.	NATURE AND CONDITIONS OF WORK:						
	□ Permanent □ Floor □ Standing □ Heavy □ Variety □ Quick □ Coarse □ Clean □ Hot □ Dust □ Temporary □ Bench □ Sitting □ Medium □ Repetitive □ Slow □ Fine □ Dirty □ Moist □ Acide □ Overtime □ Machine □ Stooping □ Light □ Exacting □ Greasy □ Dangerous □ Automatic □ Wet □ Fumes						
	Machines						
	Personal tools required						
	Time required to train a totally inexperienced man, physically and mentally capable, to do this work without supervision of instructor						
4.	Duties What are the operations on this job? What else does he do? What qualifications should he have in order to do it. Consider knowledge, physical qualifications as eyesight, hands, strength and other qualifications as neatness, patience, etc.						
5.	P.W. Task and bonus Starting wageNext advanceMaximumRange on P.WHow soon put on P.W						
6.	PROMOTION: To						
7.	RELATED JOBS: What other jobs in the plan use to advantage experience gained in this job?						
8.							
9. REMARKS							
Dept. head							
	NOTE :- If you think age, height, weight, nationality, or any other qualification is essential in selecting a worker for this job, indicate that fact under Remarks						

Figure 2, (Reverse)

Instructions for filling out blank form for Job Specifications

GENERAL:

- 1. It is necessary that the following instructions be carefully observed.
- 2. Write neatly and legibly.
- 3. Place a cross in the proper square when the item you are considering is helpful in selecting or training the worker for that job. Leave the square blank when it is unimportant.
- Note carefully the information desired under each heading before writing. This will eliminate error and erasures.

WHAT IS WANTED:

- 1. General
 - Job description should be brief, merely indicating the nature of the work. Do not put anything opposite Grade A B C or Symbol.
- 2. Minimum qualifications.
 - Be careful to distinguish between the qualifications of the worker who is on the job and the minimum requirements for another worker to do the job. For example: English Read means Write

that a worker must be able to write English before he can ever be considered for that job. After Schooling, 6 and 8 refer to years of grade school, 2 and 4 to years of High School. Trade experience should be specified only when that experience is absolutely essential. After advantageous indicate any related work which may be helpful in this job.

- 9. Nature and conditions of work.
 - Permanent means the same job month after month. In the square before temporary write the number of month.
 - If the work is at a machine and on a bench put a cross in the square before machine and another cross in the square before bench. Make as many crosses as you think will help describe the work.
 - Heavy, medium and light refer to material or equipment hard to to earry or move.
 - Variety means different kinds of work, involving set-up and all adjustments necessary to completion of work; repetitive refers to straight production work involving only a small amount of adjustment and attention; automatic, doing identically the same thing in a purely mechanical way.
 - Fine work demands care and neatness; exacting means continuous application to delicate or close up work.

Figure 2, (Reverse)

- Dust includes sawdust, dust from polishing machines, dust from ground floors, etc.
- Fumes refer to objectionable smells, coming from ammonia, strong paints, glue, smoke, etc.
- Acids should be checked only when the worker handles acids as a part of his regular work.
- After machines write the different kinds of machines used on the job, as lathe, printing machine, slitter, etc. If several machines operate together as one machine give the names of the separate machines. If the maker's name, or the machine number is important, or if some special appliance on the machine makes it different from other machines of the same name, indicate that fact.
- 4. Duties and qualifications.
 - Duties refer to the operations on the job and other things the worker has to do. Operations include make ready, actual operations on the job, and finishing up after the job. Other things he has to do includes watching certain important things in the work, inspecting, or making adjustments during operations.
 - Qualifications refer to such things as knowledge of material or machines, physical strength, quickness or delicateness of hands, ability to distinguish colors, other jobs that help the worker to do this job, etc. Give the qualifications of a firstclass worker doing this job.
- 5. Rates

Starting wage is the wage paid to a beginner with no experience that will help him on the job.

6. Promotion

To what other jobs are workers promoted from this job? From what jobs are workers promoted to this job? Indicate preference for new or old workers.

7. Exits.

Note if the job is one of the best in the department and much sought after.

- 8 Remarks.
 - Include any special information which you think may be of interest or helpful in selecting, training, or promoting workers.

COMMUNITY SURVEY

When we study industries and occupations in a community, we find that some of the ways by which men and women earn their livings are common to all, while others engage many workers in some places and few or none in other places. For this reason Dr. Ayres ⁸ indicates the importance of an examination into the community with a view to ascertaining which occupations offer employment to a considerable number of workers everywhere in contrast to those who are inconstant and which may be termed variable.

A brief study was made to determine which occupations were to be listed as constant and those otherwise. In the main the constant occupations are those which are necessary to maintain the affairs of municipal life which must go on wherever large numbers of people live together in one place. The butcher, the baker and the electric-light plant operator who takes the place of the old candle-stick maker, are examples of this type of worker. House painting, for instance, in a community is a constant occupation, but the manufacture of paint itself is a variable one. Bread must be baked, but crackers can be baked somewhere else. Shoes must be repaired, but shoe-factories may be located within a few cities.

The inquiry conducted by the Foundation consisted of an analysis of the occupational data for cities of more than 50,000. As a result it was found that there are twenty occupations which are constant in the sense that the number of men workers in each is everywhere at least equal to one for each thousand people in the population. Barbering was found to be the most constant of all occupations.

A list of these twenty constant occupations included laborers, retail merchants, clerks, draymen, salesmen, carpenters, steam

Constant and variable occupations and their bearing on problems of vocational education. Leonard P. Ayres, Russell Sage Foundation publication.

railroad men, machinists, painters, bookkeepers, waiters, en gineers, printers, blacksmiths, masons, barbers, plumbers, state railway men, shoemakers, and bakers.

This list did not include such common occupations as those of the physician, clergyman, lawyer, journalist and similar occupations, because while these and other occupations are everywhere represented, they are not invariably found in a large enough proportion so that their workers number at least one in every thousand of population. A further list of thirty-one occupations in which men workers engage in and ten more for women workers are enumerated as less constant than those appearing in the original list of twenty.

The thirty-one less standard occupations among men included iron workers, commercial travelers, tailors, butchers, hucksters, physicians, lawyers, laborers (agri.), tin-plate workers, messengers, officials (bank), tobacco workers, electricians, clergymen, janitors, sextons, merchants, (wholesale), hostlers, officials (go.), musicians, engineers (civil), laundrymen, bankers, brokers, stone-cutters, teachers, upholsterers, confectioners, gardeners, florists, journalists, restaurant keepers, dentists, and photographers.

The ten less constant occupations for women included: stenographers, seamstresses, clerks, bookkeepers, milliners, boarding-house keepers, musicians, merchants (retail), laborers, and telephone operators.

In studying a community therefore it might be well to begin by ascertaining the number of workers in the constant occupations as listed above. This would form a foundation upon which to build an index.

In Appendix E appears a study of Harrisburg, Penn. Any city could secure a similar record of local occupations as shown in the earlier and latest census.

CHAPTER VIII.

FORMS AND RECORDS USED IN EMPLOYMENT WORK.



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FORMS AND RECORDS

In a study of the forms and records used in the vocation bureaus of the city Young Men's Christian Associations the logical division of the various types is indicated by the following processes, to meet which the various forms have been evolved.

The experience of a large number of associations supplying actual forms in use shows that applications covering both vocational guidance and employment are not practicable. An estimate of the proportion of applications at the vocational office could be safely made that at least half of those who apply for employment do not desire vocational guidance, and vice versa. A combined comprehensive form would be practicable in a small percentage of cases but such a form has not been worked out. In this chapter, therefore, the illustrations of actual forms in use will be related largely to the employment aspect of the bureau's activities while in Part III the illustrations given of forms will cover the process of vocational guidance.

- 1. Data on firms and employment officials (Form 14)
- 2. Forms of application for employment (Forms 15 and 17
- 3. Membership card issued to applicant (Form 16)
- 4. Private record blank of the vocational secretary (Form 18)
- 5. Forms of confidential information of the applicant from former employer (Form 19)
- 6. Forms for introducing applicant to prospective employer (Form 20)
- 7. Collections for service rendered. (Form 21)
- 8. Follow-up of applicant. (Form 22)
- 9. Daily monthly and annual reports (Form 23)

Form 14.
DATA ON EMPLOYERS

(Sheet $8\frac{1}{2} \times 11$)

Vocational Guidance and Employment Practice								
No. Stock Shop	Ventilation			Misc. Data				:
Sales Office Stor	Lighting			Known by				
Business Normal Number Male Employes:	Plant or Office Conditions:	Office	Promotion Policy Shop	For what Positions and Salaries				
				Position			:	
Firm Name	Address (b)			Person Hiring				
Firm Nam Address (a)	Address (b)	Address (c)	General Policy Remarks	(A) (B) or (C)				Remarks:

Form 15.

 $_{\rm c}({
m 'ARD}/4 \times 6)$

CARD FOR INTERVIEW (NOT APPLICATION BLANK)

Name
Address
EmployersBusinessYour DutiesHow Long Last (or Present)
Next Previous
Next Previous
Nationality
Education
Church

Form 16.

(CARD 21×40

Membership Card admitting to Vocational Counsel

Y. M. C. A.

PLACEMENT BUREAU

Number

Mr.

is entitled to membership in the Central Placement Bureau for one year. Hours for interviewing are daily, 9 a.m. to p.m.; Monday, Wednesday and Friday evenings, 7 to 9 p.m.

Owner's Occupation

MEMBERS ARE ENTITLED TO VOCATIONAL COUNSEL

BY APPOINTMENT

Form 17. PAGE A

CONFIDENTIAL

APPLICATION FOR EMPLOYMENT

YOUNG MEN'S CHRISTIAN ASSOCIATION

This Employment Department is conducted for members of the Young Men's Christian Association or those who wish to become members.

APPLICANT'S AGREEMENT

I agree that if I accept a position to which I am referred, directly or indirectly, by an employed officer of the Young Men's Christian Association, I am to pay to said Association one-half of one full week's salary. If not already a member when accepting a position through the Association I agree to pay one full week's salary (instead of one-half of one full week's salary), this amount to include a regular membership in the Association for one year. All accounts to be paid to the end of the first full week's work unless special arrangements are made. When a position proves to be temporary through no fault of the person employed, a proper rebate will be made, but no position will be considered temporary if the person employed voluntarily resigns his position. If not already a member when presenting application, a deposit of fifty cents is required.

I further agree in case I am given information or directed to a possible position by the Young Men's Christian Association which I cannot or do not care to accept, that I will not give the information to others.

	Signed	
)ate		

Form 17. PAGE B

Name in full
Residence Address (Street)
How long have you lived in New York?
Of what country are you a citizen?
Place of Birth?
Your Age? Height? Weight?

Are you married? How many children?
What is your religious denomination?
What Church do you attend?
Are you a member of it?
Do you reside with your parents?
If under 21 years of age give parents' names and address:

If now employed why do you wish to change? What salary do you expect? Lowest salary will accept?

What position are you qualified to fill? Second choice Third choice

(City)

Of which Y. M. C. A. (1)
What month are your so Have you attended any
Name them, and when

Do you have a trade of What?
Give languages you so Do you operate a type What machines?
Have you ever register of employment depairs When and where?

GIVE BELOW LAST T

Present or Last Position

Next

Name of Employer
Address
Their Business
Your Duty
Under whom
How long employed
Salary received
When did you leave (menth and year)
Why did you leave

Give names of at least two business men (not relatives) to whom ver

Name Address Business
Name Address Business

	Form 17. PAGE C
192	
Phone { At Residence At Business you a member? so payable? The Association evening classes? But took them. **Cofession?** **Cofession of the Property of the Association evening classes? But took them. **Cofession of the Property of the	Give below information as to educational training (college, public, or high school), special studies, extended travel or other information which would aid us in securing a suitable position for you.
Have you ever been Bonded?	Where?
REE OR FOUR EMPLOY	ERS.
Last	Before That
wear refer as to character.	

ave you read and signed the agreement on front page of this application?

ow did you learn of this employment department?

Form 17. PAGE D

Date		Position			Result
Interview	Sent For	Number	Sent Out	of Firm	
		••••			
				\	
			,		

(Note of Explanation on Form 17)

Manila paper. 4 page folder for filing all data regarding applicant.

Pages A and B measure $S_2^{\pm} \times 12$

Pages (* and D) measure $9\frac{1}{2} \times 12$.

Page A is cover, page D is back

Pages B and C are ruled across.

The folder laid out measures $12\times 1^{\rm o}$ inches

Form 18.

VOCATIONAL DIRECTOR'S PRIVATE RECORD SHEET.

 $(8\frac{1}{2} \times 11)$

PAGE A

Young Men's Christian Association

VOCATION BUREAU

Date
Synopsis and Record of
FROM SELF ANALYSIS
Address
Father's Occupation
Health
Mental Characteristics
How Spend Leisure
Vices or Habits
Religion
Previous Occupations
FROM CONSULTING EXPERT'S ANALYSIS
Temperament
Mental Characteristics
Physical Characteristics
Moral and Social Characteristics
Vocations Suggested
Study and Hobby Suggested
Special Remarks

Reverse of Form 18.

PAGE B

FROM EMPLOYMENT SECRETARY'S ADVICE
Occupations Considered
Referred to
Remarks
FROM BUSINESS MAN'S ADVICE
How Adapted
How Not Adapted
Chance of Success
Training Suggested
Remarks
FROM DIRECTOR'S ADVICE AND APPLICANT'S DECISION
Occupation Favored
Training Planned
Rules of Living Adopted: Moral
Mental
Physical
Remarks
SUBSEQUENT HISTORY

Form 19. COVER

 $(3\frac{3}{4} \times 8\frac{1}{2})$ when folded)

Y. M. C. A.

EMPLOYMENT SERVICE

YMCA

Confidential Information

Relating to

of

His PhoneOur file No.

To be returned to

EMPLOYMENT SERVICE

Y. M. C. A.

Form 19.

Y. M. C. A.

VOCATION BUREAU

Sheet A

The information herein contained, relating to

is for the sole use of the employer.

Under no circumstances should these papers be shown or given to the applicant.

They are confidential, and differ from the conventional "to whom it may concern" letters of recommendation.

They are frank statements, usually including the short-comings as well as the strong qualities of the applicant.

Please return within THREE days. You are at liberty to have copies or digests made for your own files.

Yours very truly,

Y. M. C. A.

VOCATION BUREAU.

(Note:

This form consists of two sheets carefully folded inside a heavy paper cover. The cover measures $7\frac{1}{2} \times 8\frac{1}{2}$ inches and when covering sheets A and B measures $3\frac{3}{4} \times 8\frac{1}{2}$ inches, fitting inside of a large envelope.

Sheet A is sent as a covering "letter" for Sheet B, the latter being a signed letter of reference.

Sheet A measures $8\frac{1}{2} \times 7$

Sheet B measures $8\frac{1}{2} \times 11$)

Form 19.

Sheet B

Employment Secretary

CONFIDENTIAL REFERENCE

EMPLOYMENT AND VOCATION DEPARTMENT OF THE YOUNG MEN'S CHRISTIAN ASSOCIATION

DEAR SIR :-

Mr.

has registered with this Department and gives you as reference. Will you kindly answer each of the questions asked below and give any other information you may have in relation to him that will enable us to act intelligently and consistently in his case. Your statement will be treated in strict confidence and without prejudice to yourself. Your reply by return mail will aid him and greatly oblige.

Yours truly,

Is he a relative of yours? What? How long have you known him? YOU'R ESTIMATE OF Does he pay his debts? Is he honest? HIS CHARACTER Is he reliable? Is he truthful? What is his general standing: Is he addicted to the use of intoxicating liquors? Does he gamble? Did he ever gamble? What kind of work is he best qualified to do? Is he energetic? What did he do? Was he in your employ? When did he leave? How long was he in your employ? Would you employ him again? Why did he leave? Was his work satisfactory? Can you recommend him for a similar posittion? If not, can you recommend him for any other kind of a position? GENERAL REMARKS Kindly state below any facts which, if you were the prospective employer, vou would appreciate having: What activities of our Association (Educational, Physical, Religious, Secial) would be especially beneficial to the applicant? (Use other side.) DateSigned WHEN IN NEED OF EFFICIENT MEN AND BOYS LET US SERVE YOU

Form 20.

CARD OF INTRODUCTION TO EMPLOYER

(A double post card. Lower half is torn off and returned by employer)

Young Men's Christian Association

TELEPHONES

То
(Name of Employer)
Introducing
(Name of
For the position of
or for any other position in your company for which he is qualified.
VOCATION BUREAU
By
We have a complete record of this applicant on file for your
convenience.
IMPORTANT—PLEASE RETURN ATTACHED REPORT (Over)
,
Date
Mrwhom you sent us has
been employed asat a salary
of \$, beginning
or
He was not employed because
•••••••••••••••••••••••••••••••••••••••
•••••••••••••••••••••••••••••••••••••••
n
Ву

Form 20.

(REVERSE SIDE)

Employers.—We can supply you with first-class

Accountants Private Secretaries
Bookkeepers Bank Officials
Receiving Clerks Drafts, men Architectural
Billing Clerks Draftsmen, Mechanical
Stock Clerks Draftsmen, Designers
General Office Civil Engineers
Stenographers Mechanical Engineers

Timekeepers Salesmen
Storeskeepers Systematizers

Chauffeurs Foreign Representatives

Mechanics and Laborers

BUREAU OF EMPLOYMENT

CENTRAL BRANCH Y. M. C. A.

POST CARD

Place One Cent Stamp Here

YOUNG MEN'S CHRISTIAN ASSOCIATION (STREET)

(CITY)

VOCATION BUREAU

Form 21.

STATEMENT FOR COLLECTING FEES FROM APPLICANT

(Size $6\frac{1}{4} \times 8\frac{1}{2}$)

	Name of City19
Mr	
	To EMPLOYMENT DEPARTMENT
	YOUNG MEN'S CHRISTIAN ASSOCIATION, Dr.
	checks payable to OE, Treasurer

To Position Secured	1	

Note:—The following is printed on the bottom of the statement:—

SUMMARY OF APPLICANTS AGREEMENT AS TO CHARGES

For Members of any Young Men's Christian Association—No registration fee—one half one full week's salary when placed. Boys under 18, one-fourth one full week's salary.

For Non Members—Registration deposit, \$1.00. Commission, one full week's salary which shall include an annual membership (\$5.25) and the registration deposit. Boys under 18: registration deposit, 50 cents: commission, three-fourths and one full weeks salary, which shall include an annual membership (\$2.00) and the registration deposit. Temporary Positions—10% of total amount earned.

Form 22.

REPORT FROM APPLICANT

(Post card $3\frac{1}{4} \times 5\frac{1}{2}$)

REPORT

X0
Firm by whom employed
Address
Positions and nature of work
Man in firm by whom hired
Is position satisfactory so you do not desire to make further
change?
If further service desired, call at office to revise application as to
kind of position, salary desired, etc.
Date (Signed)
(Reverse) POST CARD Stamp

Employment and Vocational Bureau

THE YOUNG MEN'S CHRISTIAN ASSOCIATION

Form 23.

REPORT VOCATIONAL EMPLOYMENT DEPARTMENT FOR

	This Day	This Month	This Year	This Day	This Month	This Year
I Men signed (Interviews) Members Non-members Total						
CALLS. Permanent positions Temporary ,, Boys , Total calls					1	-
FILLED Permanent Temporary Boys Total						
IV. Cash Receipts Limited members Partial members Registered Joined at main desk Total cash						
V. Refunds TOTAL NET CASH				11 :	1	
VI. New members Full members Partial members Total						

PART III HANDLING THE INDIVIDUAL



CHAPTER IX CONDUCTING THE INTERVIEW



CHAPTER IX

CONDUCTING THE INTERVIEW

Attitude of the Counselor. Receiving the Applicant. Steps in interviewing. The Preliminary interview. Rating applicants. Length of the interview. Ending the interview. The re-interview.

THE ATTITUDE OF THE COUNSELOR

There is little justification for prying into the lives of individuals solely for scientific purposes. The vocational counselor is not an inquisitor in order that he may be a judge. The value of his work will depend entirely upon his attitude.

The counselor must be an optimist with reference to the modern industrial situation with all its relationships and potential problems. The matter of making a living often involves great hardships. Nevertheless it is true that at no time in the history of the world have the conditions of the working classes been as good as they are at present. The counselor must assume that every man who comes to him has within him a promise of usefulness and that the profit which comes to the worker from any one of the many opportunities which are open to-day depends more upon the worker himself than the opportunity. The counselor must also assume that every lawful occupation is honorable and that a man's essential value does not depend so much upon what he does as upon how he does it."

That it is possible for some so called "experts" who widely advertise themselves in a commercial way to render an infallible decision upon the occupation in which an individual should be engaged is without doubt a fallacious claim.

In general there are two methods followed by those engaged in vocational guidance. One of these has been described aptly as

⁽¹⁾ Occupational Guidance Service of the Young Men's Christian Association, E. W. Weaver, 1920.

the "look and say" method. This has reference to the idea of rendering "complete advice" to the applicant. In this method the applicant is subjected to the scrutiny and gaze of the advertising "specialist" who makes note of the color of his hair or eyes, the shape of his nose, the texture of his skin, his height, weight, etc. and then makes a pronouncement.

The method adopted by vocational counselors of the opposite type is in no way conducted in this spirit. The true counselor considers himself a clearing house of information and his main object is to help the individual by guiding him through his own self-study. In case the counselor is not himself an expert in psychological analysis he uses his office as a means of bringing the applicant into confact with other specialists. At this stage of progress no one man can claim a complete knowledge of all the occupations in which people are now engaged or the qualifications which these occupations require. The true counselor will be constantly building up in his files information about various trades, but as the present time lacks actual analysis of all trades his information will only be partial. The counselor of to-day, therefore, aims at improving his knowledge about the fundamentals underlying the various types of occupations, while he depends upon future analysis to give him the details of each specified trade.

Nothing finer has appeared, touching upon this matter of the right attitude toward the individual, than the following page from the pen of Prof. Henry B. Wright of Yale University.²

Far more sobering than the thought of what the boy may become in the ordinary course of events, is the consideration of what he may have been intended to become in God's first-best plan for his life. This lad who sits before me with the intuitive response to a new truth as I speak, but whom ten years from now I may find a blear-eyed club man in some great metropolitan center, cynical, restless, indifferent to all higher aspirations, may have been the man whom God had selected as His human instrument to reveal the cure of cancer to mankind. We speak often of genius, but what, after all, is genius but some new combination of the inherited traits of our forbears? Each fresh aggregation of inherited traits, as it emerges in the birth of a human being, was intended to func-

⁽²⁾ Stewart-Wright, "Personal Evangelism Among Students." P. 47, 1920

tion in a peculiar way and to make its distinct contribution to the lfie of the world—not necessarily through a meteoric career as viewed by the public eye, but through an extraordinary life, peculiar, personal, which will accomplish something which no one else was quite able to do, whether at a merchant's desk like George Williams, or on fishing boats like Dr. Grenfell, or in some isolated rural community like William Barnes—a career with its sense of achievement, and its joy of service, and its final satisfaction of functioning.

"And when, after the slow process of centuries, a peculiar combination of inherited traits has converged in a human life, a combination which will enable that special life to function as a discoverer, this is a tragedy of human existence, that that life should deliberately choose not to discover but should take some other path; or when another and different combination from other ancestors has converged in another life, producing the gift to transform corporate life through the application of discovery, this likewise is tragedy, that this second life should choose not to transform corporate life but should will to stumble along with other aims on some other paths far below. And a suffering world must wait, and a loving God must patiently go through the long and delicate process of making again from traits covering through many generations, and always subject to the decisions of capricious human wills, a potential discoverer, or a potential transformer of the corporate life of men.

RECEIVING THE APPLICANT

It is often less embarrassing if the applicant is greeted by the counselor in the reception room than it is if he meets him at his desk in the counseling room. The brief interchange of remarks in the reception room will tend to put the applicant more at ease when he comes to the consultation room. During the consultation the applicant should be so placed that he can be carefully studied during the interview. If he is asked to fill out a blank form, it is well to have pen, ink and blotter within easy reach. Some employment managers pass their judgment of a man almost entirely upon his methods of procedure when he is filling out such a form. In a situation like this the careful, deliberate, straightforward worker would be expected to take up a pen instead of pencil and to begin to write without hesitation and use a blotter after he has completed his work. The applicant who hesitates when he is called upon to write statements regarding his nation-

ality, education or previous employment is either troubled with a poor memory or is more concerned with the appearance of his statements than with their reliability. The statements on the application blank furnish material for continual discussion in regard to the extent of the applicant's schooling, his special experience, his wage expectations, his educational ambitions and further procedure will depend upon the impressions which the interviewer has gathered from this conversation.

STEPS IN INTERVIEWING

Morgan has made an analysis of the process of interviewing for the selection of employees of industrial concerns.³ To Mr. Morgan interviewing is an art and he emphasizes the fact that though a man may be an authority on questions of psychology, character analysis, job specifications, and though he may be a keen judge of human nature, if he lacks the knack of applying these principles he will fail to make the most of his opportunity. Mr. Morgan's method is to handle each applicant as an individual case, each of which presents a new problem. He, therefore, gives large weight to the psychological laws of individual differences in the interviewer as well as the interviewed. Because of these differences he finds it impossible to lay down hard and fast rules of procedure which will fit all cases and summarizes interviewing as more a matter of common sense than anything else.

According to Mr. Morgan there are two kinds of interviews, namely the preliminary and the re-interview. The importance of the preliminary interview, in which the reception of the applicant and the attitude of the counselor are essential elements, I have touched upon in foregoing paragraphs. There are, however, additional valuable suggestions to be enumerated under the heading of "The Preliminary Interview."

THE PRELIMINARY INTERVIEW

' It is in this interview that the applicant forms his impression of the value that the counselor may be to him in his efforts to

⁽³⁾ Interviewing for selection, Industrial Management, Earl M. Mergan, April 1st, 1921.

secure guidance or employment. It is likewise in this interview that the counselor forms his impression of the applicant, an impression which will determine largely the amount of future effort he is to put forth in his behalf. The applicant should be made to feel that he is welcome and put at ease. The reception should be of the business-like tone but courteous and friendly.

"A pleasant greeting is far better than such pointed questions as 'What do you want?" 'What can I do for you?' 'What kind of a job are you looking for?' 'What experience have you had?' Contrast this approach to the following: Suppose as an applicant you are met at the door with a smile and a cheerful 'Good Morning. If you will please be seated I will be glad to talk to you about this important matter'.'' This emphasizes the attitude of being interested in the applicant and shows your concern for his problem. No man who has been faced with the question of looking for a job or trying to settle upon a plan for a life career can be insensible to the embarrassment that others have in going through this uncomfortable process. It is well to let the applicant state his case as fully as possible before asking him to write upon any forms. This method avoids the curtness of handing out an application blank with the immediate request to fill it out.

The more the individual is led to feel that he will receive individual attention, the more his confidence will be inspired in the counselor.

The application blank for employment or the self-analysis blank for vocational guidance is one of the greatest aids possible in the interview. It is important that the applicant write his own application rather than having the counselor do this for him. Much is to be learned by this procedure. The form for instance may ask for the full name of the applicant to which he may respond by writing his surname and initials only. There is an indication here of lack of accuracy and inability of correctly follow printed directions. The amount of time consumed in filling out the blank serves also as an indication of ability to grasp things quickly. It also affords the counselor opportunity to more closely scrutinize the applicant. Morgan suggests the advisability of the application

being filled out by the applicant in the initial or reception interview at the desk before the conversation with the counselor. This affords the counselor to have the filled in form at hand while he is conducting the interview. Possessed with this experience record it also decreases the number of questions which must be asked and therefore enables the counselor to show an interest in the applicant in a way that would otherwise be impossible if the desired facts were laboriously extracted through questions and answers. It is also suggested that the applicant fill out his blank before the interview when he shall have more time to study the questions and give more thorough and intelligent answers. The reception clerk, however, should safe-guard the danger of the applicant's leaving under the apparently discouraging task of answering so many questions.

RATING APPLICANTS

It is advisable that notes be made during the interview which will be of value for further reference. For this purpose the following rating scale is suggestive and is typical of those used by more experienced men in the vocational offices. Aside from specific qualifications, age, schooling, specific experience, etc., as brought out by the registration card, the applicants are graded as to their more general values.

Physical Ability—considering strength, vitality, attractiveness.

Intelligence— considering present knowledge and possibilities.

Brain power.

Leadership— including initiative.

Character— considering morality and trustworthiness.

General Value— being an estimate of his ability in the line of work he chooses.

Private records may be made by the counselor. For instance in regard to each aspect, a man may be—

Very Super	ior	 	 	 	VS
Superior		 	 	 	S
Average		 	 	 	A
Inferior		 	 	 	1
Very Inferi	or.			 	VI

or, grading a man by number, he is

Very Superior		 	 	 10-9
Superior	 ,	 	 	 8-7
Average				
Inferior				
Very Inferior	 	 	 	 2-1

Some vocational directors do not record these impressions during the first interview with the applicant, but reserve them for recording on the day following when his application blanks are restudied and the effort is made to recall the outstanding impressions made by the applicant as to his personality and other traits. This is an aid to memory in further dealing with the individual. The danger here, however, is that the man who makes the least impression may often be most worthy and in greatest need of help and the counselor's memory should not be entirely trusted when the question of guidance and placement is involved.

The most important problem in the first interview is that of getting a point of contact and it is here where the counselor fails or succeeds. Some subject should be sought for which is of interest to the applicant, on which he can talk intelligently. The object of this special effort is to reduce the nervous embarrassment of the applicant and draw him out in conversation.

To summarize the first interview: use the written application to determine all definite facts as to education, experience, etc; and then through the personal interview aim to get really acquaint ed in a friendly way, not through cross-questioning but through finding out a line of common interest.

LENGTH OF THE INTERVIEW

The length of the interview is a matter which cannot be determined by any fixed rules, but is influenced by certain important factors such as: the quality of the applicant and his possibilities; the sense of value of prolonging the interview to the applicant himself; the danger of shortening the interview thereby indicating a seeming lack of interest in the applicant.

If the applicant leaves the office with the sense of having been treated discourteously or inconsiderately, a great deal of harm may result. On the other hand a balance must be preserved in order

that time may not be wasted upon trivialities and the applicant leave with a sense of having been handled in an unbusinesslike manner.

ENDING THE INTERVIEW

The termination of the interview and the manner in which it is done may make for the success or failure of the entire procedure. No man should leave the office without that feeling of baving left behind him a real friend whom he can trust and who will do the utmost for him in helping him meet his problem.

THE RE-INTERVIEW

During the re-interview the purpose is to determine the progress of the applicant, his acceptability to the plans formulated or the position secured and likewise to impress upon him the importance of his new venture and the obligations which he bears in conscientious application to his new work. The re-interview may result in later correspondence or letters of introduction to others associated in this work. It should be marked by the same spirit as the interview and if it is being handled by a large vocational office, will possibly be more beneficial if conducted by an interviewer other than the man who originally handled the case. If the applicant has not been accepted in a position where he was recommended the original interviewer should handle the case and become familiar with the reasons why the applicant was not acceptable to the employer.

Mr. Morgan's conclusion to the whole matter is well worth passing on.

"It is difficult for me to believe that there exists any easy, get-proficient-quick road to perfection in interviewing. Neither this nor any other work on the subject—any and all may help by virtue of the fact that thought is stimulated—can be hoped to contain the final answer either for the experienced or inexperienced person. The subject will always be, as it always has been, one worthy of the deepest application of thought, common sense, human interest, and continual experimentation in that greatest of all human laboratories—the modern employment office."

CHAPTER X SELF-ANALYSIS AND JUDGMENT OF ASSOCIATES



CHAPTER X

SELF-ANALYSIS AND JUDGMENT OF ASSOCIATES

SELF-ANALYSIS AND JUDGMENT OF ASSOCIATES

Self-Analysis: Three aids, literature, questions, the analysis blank.

Judgment of Associates: Hollingworth's investigation comparing self analysis with judgment of associates. The personal opinion record in recruiting, training and placement of association secretaries.

THE SELF-ANALYSIS OF THE INDIVIDUAL

Throughout human history three processes have been in vogue in the choice of an occupation. The first of these has been the "trial and error" process of perseverance or abandonment of a particular line of work in which the individual usually undertakes the first job that comes along and then still further jobs until at last he finds a suitable occupation. The method ultimately results in the individual making the most of his work, whether satisfying or not. The second process is based upon the interest of the individual in some particular occupation. Because of this interest and the accompanying introspection, or self-analysis, he sets out upon a career because it appeals to him and because from all he knows of himself he believes that that he is fitted for success. The third process is based upon consultation with friends and associates where their judgment is asked, considered and used as a means of decision.

The first of these processes is the source of much of the dissatisfaction and human waste of life and energy and because of its insufficiency and obvious results it has been the underlying cause of the great amount of thinking which is being done to-day in the search for a better way. The second and third processes in their every nature, have been used by mankind since the beginning of the division of occupations in society. It has been left, however, to students of this question to develop within the past few years certain standardized methods by which more accurate determination may be secured. Printed forms of "self-analysis" blanks have been distributed by the thousands and still more recently have appeared the standardized "opinion records."

A more difficult method of determination, which cannot be satisfactorily used unless handled by a trained observer, is that of psychological analysis. This method will be treated in detail in a succeeding chapter.

THREE AIDS TO SELF-ANALYSIS

The Study of Occupational Literature: Perhaps the first aid to wheih an individual naturally turns is that of material in books. In a field of reading, however, there is at the present time no procedure which has been scientifically worked out and which safe-guards the person seeking the complete facts of any given occupation. The problem of securing information is twofold. It would require an endless amount of time for one to examine the available books upon a half a dozen types of work to which he felt particularly drawn. A second difficulty arises from the subject matter of the books themselves. There are few exceptions to the rule that books written upon any given occupation have been written with the object of "selling" this line of work to the individual. Seldom are the disadvantages of the trade or work indicated.

There is in this situation an extraordinary field of opportunity open to those interested in the vocational counseling of youth. Without prejudice or bias each trade should be analyzed and the findings recorded in a standardized library. The books produced should be of two kinds. There should be

a—The pamphlet which gives sufficient information to lead on to further investigation, if the line of work seems promising. The young man faced with the choice of a life work could, by reference to this "pocket type" of a standard library, get the basic facts upon a hundred vocations within a week's time. From these pamphlets he might choose a half a dozen occupations that particularly

appeal to him and armed with this information be prepared for further reading. A guide for this further study could consist of a complete bibliography with books rated according to their value as contributions to the vocation in question, kept up-to-date by supplementary lists.

b—The library of standardized volumes on the various life works or trades would prove to be an immense aid to the individual. These books, however, should not be produced as they are now so often written, merely by one man whose individual judgment and understanding of the occupation may lead to a prejudical point of view. They should be edited, however, as composites of expert opinion, presenting all phases of the work in question, including the disadvantages as well as the advantages, the qualifications required, the satisfactions, and the remunerations.

THOUGHT PROVOKING QUESTIONS: Stimulating to self-analysis are questions which start the process of thinking and from the consideration of which one can form a basis for self-study.

Merton prepared such a list of questions in connection with his classification of occupations, from which the following are a random sampling:

"Construction Ability

- 1. Do tools and machinery and materials of construction attract my attention?
- 2. Do I enjoy going into a workshop and making things myself?
- 3. In going over a building do I observe changes that might be made?
- 4. Can I "see a house" in a lumber and stone pile?
- 5. Do I like to study intricate mechanical devices, or pass them by as merely interesting?
- 6. Can I do original work myself or do I more easily copy what someone else has done?

"Reason Ability

- 1. As a child did I follow the lead of others instead of making decisions for myself and playmates:
- 2. Is my habit of mind to jump at conclusions?
- 3. Am I "scatter-brained?"

^{1.} Dr. Holmes W. Merton, How To Choose A Vocation.

- 4. Do my thoughts fly off on tangents during discussions?
- 5. Is it my habit to make irrelevant remarks?
- Am I bored by conversation that does not have a personal 6. bearing?
- Do I accept "hearsay" without troubling to question the 7. origin?

If one is forced to answer "Yes" to the above questions he should not take up a vocation that requires large reasoning ability."

Self-Analysis Blank: More thought has been given to the development of self-analysis blanks than either of the ideas suggested above. The purpose of these blanks is "to help to discover special interests and abilities by suggesting how to observe one's own likes and dislikes."2

The accompanying form (No.24) has been in wide use throughout North American Association3 and the questions asked thereon have been prepared, reviewed, and improved upon, over a period of years by consultation with a suggestion of at least one hundred secretaries engaged in work of counsel.

Form No. 24.

OCCUPATIONAL GUIDANCE

SELF ANALYSIS BLANK

Name
Branch of Service
Rank in Service
Nature of Work in Service

^{2.} See form for analysis of work interests, Division of Applied Psychology, Carnegie Institute of Technology, Pittsburg.

^{3.} Other forms, namely those used by the Boys' Division are described in detail in Chapter IV.

Form 24. Cont.

	·					
Date of Interview with Business Committee						
	Date of interview with Dusiness Committee					
	and the second of the second o					
	Name and telephone number of Business Counsellor					
Date of Final Recommendations						
	Take of Timer Met Black Co. M.					
	Date of Subsequent Reports					
	REMARKS					
SEC	TION I. PERSONAL HISTORY.					
1.	Name					
2.	Home Address					
3.	Where "born and brought up"					
4	Nationality of father and mother					
5.	Is your family Catholic, Protestant or Hebrew					
	Are you a member of the church					
6.	Are both parents living; if not, which is living					
7.	Business occupations of father and other male members of family					
S.	What is your present work					
9.	Like it cr dislike itand why					
10.	How did you happen to quit school					
	At what grade did you finish					
11.	H. w many years at work					
12.	What was the weekly wage of your first job					
13.	What do you get per week now					
14.	How many different jobs have you had since leaving school					
15.	Do you attend either night school or part time day school					
16.	Do you do any kind of studying now? Such as					
	General readingVocational or self-help readingPublic night school Private night schoolY. M. C. A. night schoolCorrespondence Course					
17	Do you have opportunity to study in the daytime					
17. 18.	Do you have any system of saving Bank accountInsuranceInvestment					
19.	Lost how much time recently from ill-health					
20.	Do you have any habits which you feel hold you back from success					
20.	Would you like help or suggestions about avoiding or overcoming					
	certain habits or temptations					
21.	What is the nature of your employer's business					
	1					

Form 24. (Cont.)

SECTION II. PERSONAL CHARACTERISTICS. "To thine own self be true, and it must follow, as the night the day, thou canst not then be false to any man." FACTS TO CONSIDER ABOUT ONESELF. 1. Am I independent and self-reliant; do I like best to lead or am I happier when someone else leads and I follow and help..... Think it over like this,-Would I rather be captain, the directing head..... Or, would I just as soon be a lieutenant with some leadership but not too much responsibility; managing some part of an enterprise..... Or, would I rather work at the job (in games, organizations or daily work) and let someone else do the worrying, that is, be the mechanic or the salesman doing the actual work..... 2. Am I naturally obedient, following instructions readily......or do I like pretty much to rely on my own judgment..... (Answer honestly, both kinds of boys are useful in many enterprises) Is it easy or difficult to make my mind stick to a particular thing at a particular time Am I a team man, can I co-operate 4. Can I work with most any kind of people......What sort of person annoys 5. me most Do I make a strong finish or quit easily..... 6. Thinking it over carefully, would I rate myself as extra good, fair or poor 7. on the following matters:-Poor FAIR EXTRA (Check under one of these for each quality in the list) Carefulness (Conscientious attention to details) Punctuality (Being on time) Honesty (Acting on the square, not a little lax) Hopefulness (Courageous rather than gloomy) Energy (Having drive and punch) Persistency (Stick-to-intiveness) Enthusiasm (Having vision, also push)

Analysis

Form 24. (Cont.)

SECTION III. AMBITIONS AND INTERESTS.

) E	CHON III. AMI	DILIONS AL	ID INTEREST	0.			
1.	1. What do you like best for amusements (check two or more or add						
	Music Theaters Gymnasium Track Athletics	Basket Ball Baseball Football Swimming	Hiking (boys only Parties and Picnics girls included) Dancing				
2.	Check the subjects in which you took the greatest interest while at scho (Mark N. G. any one study you particularly disliked.)						
	Reading	(Fiction	Composition Geography	Grammar History			
	Kinds of Literat	ure Essays Poetry	Declamation Debate	Drawing Arithmetic			
	C)	(Drama	Algebra	Geometry			
	Cicinistry		LHYSICS	Botany			
	Physiology		Manual Training	Trade Courses			
3.	Of all the books you have read, which two or three do you like best						
4.	What magazine do you enjoy most						
5.	What kind of moving pictures do you like						
6.	If you could start in at once to follow just the occupation you now thin						
	you would like, what would be your choice						
7.	Do you think you have reasonably good qualifications for this kind of						
	work						
8.	Are you willing to sacrifice a little present pleasure in time and mone						
	fit yourself for better things in the future						
9.	. What do you consider the prospects of rising to a permanent and wort						
	while position where you now work						
0.	Are you especial occupations:-	ly interested in	n any one or mo	re of the following			

Form 24. (Cont.)

Interior Decorating Industrial Designing Textiles Lawyer Carpets and Rugs Teacher Linoleum Minister Wall Paper LITERARY Author Map Making, etc. AND Newspaper Man ARTISTIC Pottery Decoration HUMANIC Social Worker Magazine and Book Illustration Y.M.C.A. Work Cartooning Missionary Work Music and Music Teaching Playground Director Acting Charity Worker, etc. Legitimate Stage Photo Playing. Painting Sculpture Physician Machinist Druggist Telephone Wireman Dentist Electrician Forestry Architect Chemist Building Contractor Chauffeur Draftsman SCIENTIFIC Auto Mechanic Surveyor Civil Engineer Mining Supt. AND MECHANICAL Structural Engineer Carpentry Mechanical Engineer Wood Working Electrical Engineer Stone Mason Railroading Brick Laying Agriculture Sheet Metal Plumbing and Steam Merchant Marine Fitting Building Engineer Painter

Banker
Manufa
Insurat
Travelit

Merchant Broker

MANAGERIAL AND COMMERCIAL Manufacturer
Insurar ce
Traveling Salesman
Advertising
Bookkeeping
Stenography
Cervified Public Accountant
Civil Service

R. R. Mail Clerk

Form 24. (Cont.)

JUDGMENT OF ASSOCIATES

Based upon the old adage that "two heads are better than one," the method of judgment of associates offers a method of occupational selection, recommended by tradition and experience.

"The problem of judgment of character is one which is continually confronting people of all classes and stations. In many instances the correct estimate of a person's character is of vital importance. The success of officers of administration from the President of the United States to the school superintendent of a small village depends often on their ability to choose for their subordinates persons of the proper character. In everyday life one's happy choice of friends, one's ability to sell goods, to persuade people to accept a new point of view or doctrine, to get on harmoniously with people in general in all the various occupations of life, depend upon one's ability to estimate the powers, capacities, and characteristics of people. To those who have to make personal recommendations or to make use of those made by others, this question of judgment of character is a grave one. Is it possible for one to judge at all fairly the character of another?"4

Our concern here is not that of inferring a person's character from his features, but the impressions of associates regarding him, based on their observations of his conduct and achievement or his characteristic behavior and reactions under various surroundings and conditions.

The problem of the validity of judgments has been studied⁵ by Norsworthy who chose traits enumerated by Cattell, and performed experiments to determine the reliability of judgments of this sort. Five intimate acquaintances independently graded a sixth person on twenty-four traits, the occasions being several weeks apart. As a result of this experiment it was found that the individual judges, in the second trial, did not diverge far from

Norsworthy, "The Validity of Judgments of Character," in "Essays in Honor of William James," page 553.

^{5.} See reference in footnote 4.

the first trial and secondly that the two judgments made by each of the five different judges did not diverge far from each other. From these results Norsworthy proves that "the ratings do stand for some actual quantitative value and are not subject to mere chance." The validity of judgments, in the sense of their corresnonding to the actual character of the person judged, is only a matter of the impartiality of the group of judges. Other studies made included the judgments of nine members of a college society by five associates and the judgments of a teacher by two hundred college students. While it was apparent that the judges differed from one another in the general accuracy of their gradings vet there was a consensus of opinion and it was also seen that judges who had about the same acquaintance with the person judged were proportionately correct or incorrect as groups. Traits such as originality, judgment, clearness and quickness were most consistently judged and yet are usually omitted from recommendation blanks sent out by teachers' associations which at the same time commonly inquire about traits upon which individual opinion is least reliable.

It was found that the validity of judgments of associates varies with the judge, with the trait in question, and with the person who is being estimated. This variation is not random, however, but seems to follow a fairly definite and determinable path.

EXPERIMENTAL STUDY-OF SELF-ANALYSIS AND ESTIMATES OF ASSOCIATES

Because of the large emphasis upon self-analysis and judgment of associates which North American Associations are now giving in their work of vocational guidance and placement, it is of considerable importance and value that experimental studies be made to determine the reliability of these methods in determining the life work. By way of initiating investigation upon this line, Hollingworth carried out a number of experiments, the results of which are so suggestive as to make very desirable a continuation of research in this field. ⁶

"Each of one hundred and fifty college students were asked to mark the degree of acquaintance with each of the others by an estimate of 3, 2, 1 or 0. From the total list a

^{6.} Vocational Psychology, Chapter VII, Dr. H. L. Hollingworth, 1920.

group of twenty-five were selected all of whom were acquainted with one another. At intervals varying from two weeks to a month each individual was given twenty-five slips of paper bearing the names of these acquaintances and including the individual's own name. She was asked to arrange the members of the group in order of merit, on each occasion, according to their degree of possession of some one trait, such as neatness, humor, intelligence, conceit, etc.; thus in the case of neatness, for example, the twenty-five persons were to be placed in a series with the neatest at one end, the most slovenly at the other end, and all the others arranged in their appropriate intermediate positions, as based upon the judge's personal opinion of them. The studies were of one woman and each judge was to include her own name in the series, placing herself where she believed herself to belong in relation to her twenty-four acquaintances. The record was then handed in, in an apparently anonymous way, but, unknown to the individual, accurate record was kept identifying each arrangement. This was done in order that the judges might be encouraged to the greatest degree of frankness both in judging their acquaintances and in recording their selfestimates. The different arrangements were separated by considerable intervals of time, so that the judgments of the various traits should be influenced as little as possible by the memory of where the different individuals in the list had been placed for other traits on previous occasions."

A similar arrangement of selection of participants in this experimental work was made with a group of twenty-five members of the senior class. This investigation was carried on in order to get a check on the results of the first study, so that by combining the outcome of the two investigations, figures of greater reliability and accuracy were obtained. Dr. Hollingworth does not attempt to generalize final conclusions as a result of this investigation and points out that many similar studies must be made under all sorts of conditions and by a variety of methods before the validity of self-analysis and the judgment of associates, as accurate methods of occupational determination can be ascertained.

In the following appear answers to a set of questions which indicate the scope and objectives of Hollingworth's study.

1—"How did the self-estimates of these fifty persons agree with the judgments passed upon them by their acquaint ances?"

In the nine traits studied (neatness, intelligence, humor, conceit, beauty, vulgarity, snobbishness, refinement, sociability)

it was found that in all cases the individual placed herself on the average further from her true position than did her friends. In general the error of self-estimation was half again as great as the average error of the associates.

2—"Is there any constant tendency toward overestimation or underestimation, in the case of the individual's selfestimates, and if so, how does this tendency vary with the trait in question?"

It was found that in the case of none of the traits do all the individuals consistently either overrate or underrate themselves, but that in the case of undesirable traits (conceit, vulgarity and snobbishness) there was a constant error toward underestimation. "In other words, the individuals tended to rank themselves as less conceited, less vulgar and less snobbish than they really are as judged by the opinions of others." In the case of the other remaining or desirable traits, the general tendency was toward overestimation. This was greatest in the case of refinement and humor and its errors were half as much again as the errors in the cases of neatness, intelligence and sociability. In the case of beauty there was no constant error.

3—"Is one who possesses a given trait in high degree a better or worse judge of that trait than is an individual in whom the trait is less conspicuous?"

"In general the results suggested that in the case of desirable traits, the ability to judge the quality accompanied possession of that quality whereas in the case of the undesirable traits the reverse was the case."

The main conclusion which one can draw from the modern tendency to make occupational choice through standardized rather than haphazard methods is that this process, while far from being perfect, is growing more scientific year by year and that eventually we shall have fairly complete results of investigation which will determine on the one hand the reliability of the various methods used and on the other more satisfactory applications in the form of standardized procedure on those methods which receive approval. In other words the modern tendency may be summarized as science vs. guess-work.

THE PERSONAL OPINION RECORD IN RECRUITING AND TRAINING ASSOCIATION SECRETARIES

Following the method of scientific studies which have been

made, notably by Walter Dill Scott, now president of Northwestern University, the Young Men's Christian Association has, through the Personnel Division of the International Committee, inaugurated the use of the "personal opinion record" in the recruiting, training and placement of its secretarial forces.

In recruiting for its leadership, the commission on personnel reported to the conference of the Association's employed officers in 1921 as follows:⁷

"The lawyer is 'admitted to the bar,' the teacher must secure a 'certificate' or 'licence,' the minister is 'ordained,' the public accountant 'certified'. Doctors, engineers, druggists, each have their process of passing on the qualifications of entrants to their professions. Skilled workmen, in the trades, are most jealous of the standards of workmanship of these entering their membership. Professions and trades each have set standards, the spirit of which we do well to consider.

The days before us demand a higher type of employed officer. Every effort should be made to establish such standards as shall attract men of demonstrated leadership and eliminate all unworthy of the profession.

We should establish standards which would make it impossible to approve prospective employed officers who are lacking in any of the essential qualifications for leadership, and which would gradually lead us to adopt a policy of demanding many more of the desirable qualifications. The same degree of discriminating effort, that has developed technical skill in our program of activities with young men and boys, must be directed to the great task of establishing scientific standard and a measuring technique, to be applied in our search for leadership."

In a letter of June 20th, 1921, R. P. Kaighn, Secretary of the Personnel Division, wrote as follows:

"The standard material on which a judgment of a prospective candidate's fitness for our work might be based consists of the following:

- 1. Information that he furnishes in his history or standard self-analysis blank.
- 2. The confidential, independent opinion of five or six people that know him intimately supplied on a special blank.
- 3. The impression resulting from a personal interview on

Report of Commission on Personnel, Lake Geneva, Wisconsin, June 2nd-July 1st, 1921.

the part of an experienced secretary and recorded on a standard interview blank. Later we hope to add psychological and ability tests but so far we are only experimenting. In securing this data which is to furnish the basis for an evaluation of the men in question, we have tried to keep in mind a few essential elements that must be reckoned with in the secretaryship.

"Of the many different qualities that might be listed, we have classified them under the following:

- 1. Physical Presence and Manner dealing with voice, dress, health and what is generally spoken of as personality.
- 2. Intelligence which would include his judgment and ability to do constructive thinking.
- 3. Executive ability—having in mind the power of bringing things to pass as well as skill in general administrative work.
- 4. Leadership—that quality that secures an instinctive following on the part of men or boys.
- Character—which would have its basis in the life and principles of Jesus.
- 6. Co-operative Ability or the faculty of getting along well with others and working in a team relation.

"These elements are considered not as distinct qualities but rather as a blend and are based more on what a man actually does or has been doing than what he might do or be. In the various standardized personnel blanks that have been worked out these six elements run thru each. A certain numerical weight is given to the various degrees of these qualities. This makes possible a rough form of classification and it is possible to group men into six classes known as group A or B plus, or B or C plus, or C or C minus."

In connection with the placing of secretaries, the opinion record has been evolved as a better means than any formerly in use within the movement.

Under the caption of "Why Opinion Records?"—the Commission reports as follows:

"When men on large local staffs, or within a state, are reviewed for promotions or in relation to openings, the conclusions about them are too often the result of snap judgments which take into account those one or two factors of personality which appeal most to the men doing the reviewing. Frequently deserving secretaries who work along in an inconspictious fashion are overlooked by our present procedure—or lack of procedure.

When openings occur in other fields men are transferred on an entirely haphazard and unscientific basis. Casual remarks, brief telephone conversations and hastily gathered opinions, secured in limited correspondence, all too frequently determine the placement of secretaries.

The need is for a more orderly procedure—one not mechanical and yet one which will make for better justice to deserving men, and insure more accurate judgments as to the

abilities and qualifications of all men considered.

The Conference on the Association Profession recommends after experimentation by its committees and by the conference, as a whole, at its last session, the use of a standard 'Opinion Record' form. This is a tool which will make the 'sizing up' of a man less a matter of guess work. Personality and ability are intangible things. Neither can be reduced by formula to dependable figures. Yet we can reasonably expect that: (1) we shall use generally understood nomenclature; (2) a like range of factors shall be considered in appraising every man; (3) a number of qualified men shall give reasoned judgments before final conclusions are reached about a secretary's fitness for a given position.

It will be observed that the suggested Opinion Record form, which is offered for use, is based on judgments regarding the abilities of a man, as they are expressed in the work of the secretary. The whole blank might be summed up under a general question, "What can be achieve in terms of the Kingdom Program?" The sub-questions insure that the qualifications and abilities essential are carefully reviewed.

Some of our leaders look forward to a day when systematic review of all secretaries shall be organized by this conference. This review might result in a plan of ratings—perhaps somewhat similar to that of the Physical Directors' Society. These ratings would furnish incentive for growth. They would also be the basis for consideration of men for

promotions and transfers.

This commission feels that the Opinion Record as a standard tool in judging men will be of inestimable value. We would encourage its adoption and use by state personnel committees. Local administrative officers and board committees should also use it in making their appraisals of men for promotion. We believe that if it is given a thorough trial its usefulness will commend its general use. The desirability of the organization of any systematic procedure of ratings can be determined after this sort of experimentation.

We urge this conference to adopt the principle involved in such systematic and careful review and appraisal of men. We commend the use of this personnel tool to all responsible

for forming judgments about their fellows."

Form No. 25.

STANDARD BLANK USED BY ALL DEPARTMENTS OF THE Y. M. C. A.

Attack home	APPLICATION FOR A POSITION IN A YOUNG MEN'S CHRISTIAN ASSOCIATION (Please fill out in your own handwriting)							
Attach here unmounted photograph	NameDate of birth							
not larger than 2 x 3	Address							
inches	Place of birthCitizen of what country							
	MarriedNumber and ages of children							
	Is your wife in hearty sympathy with your desire							
	to enter this work							
To it like her words and	If not married what financial or home obligations							
	why							
Present occupationPresent salary(Reply particularly requested)								
Attended High School	years. Year of graduation							
~	years. Year of graduationDegree							
	Summer Schoolyears. Year of certificate							
Name of church and denom	ination of which you are a member							
Name and address of Pasto	r							
Your present method of pe	ersonal Bible study							
Of what Y. M. C. A. now	or formerly a member							
Name and address of Y.	M. C. A. Secretary							
HeightWeight	Physical defects, if any							
Mention any recent severe	illness or operation							
Check the following: Abo	undingly healthfulGood healthFairPoor							
Reasons why you want to	enter this work							
Position desired—1st prefe	rence3rd3rd							
Date when ready to begin	workRange of salary required(Reply particularly requesttd)							
Could you take a course of	professional training in a Y. M. C. A. College							
William Curaman Cultural do you awnood to attend								

Names and Addresses of Employers in the order of your service.
Name Full Address Business Your Position Length of Service
1
2
3
4
Service record in recent world war
What experience have you had in the following:
Keeping accounts
Managing a restaurant or cafeteria
Directing educational work
Securing money for public philanthropic or religious enterprises
Working with transportation or industrial employers
Working with boys
Teaching a Bible Class
Helping men or boys to enter the Christian life
Leading singing
Playing musical instruments
Literary or social activities.
Athletics
Starting new undertakings
Managing affairs
Enlisting and training others in doing things
Are you at your best in working alone or as part of a team
What foreign languages do you speak
Foreign countries in which you have lived or travelled and how long in each
If you use tobacco, would you be willing to give it up because of those who would be influenced by your example
Of whom in addition to your employer, Pastor and Y. M. C. A. Secretary, may we inquire about your qualifications?
(These should be well acquainted with you and well informed about Association Work)
Name Full Address Occupation Connection with Association
1
2
3
4

ADDITIONAL QUESTIONS FOR COLLEGE STUDENTS OR GRADUATES

Institutions in which you have taken post graduate study, courses pursued and
degrees received
Are you a member of the Phi Beta KappaOf what other honorary society
Studies in which you have excelled.
Athletic teams of which you have been a member
Positions you have held in the Student Young Men's Christian Association
Experience in leading Association Bible Classes.
Mission classesEvangelistic or deputation work
Amount of money earned toward your college expenses and how earned
Business management or executive experience in or out of college
Student conferences, training institutes or Association Conferences attended
Had you played to optor the results (that the North
Had you planned to enter the regular Christian Ministry
Are you a student volunteer
Do you purpose entering the Association Secretaryship: (a) as a life work
(b) Only temporarily(c) To ascertain whether adapted to it and whether it offers a permanent vocation
ADDITIONAL QUESTIONS FOR THOSE WHO WANT TO ENTER
THE PHYSICAL DEPARTMENT
On what gymnasium leaders' corps have you served and how long
No. 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Name and address of Physical Director.
What experience have you had in leading gymnasium classes, where and how long
Were they for business men, younger men, or boys
With which were you most successful.
What experience have you had in boys' clubs, playgrounds, and other com-
munity work

What training or experience have you had in making physical examinations:
(A) Measurements
(B) Prescription of exercise
(C) Organic—i. e., heart, lungs. etc.
What experience have you had in first aid to the injured:
(A) As student
(B) As teacher
Underscore once such of the following as you are competent to teach and twice those you have successfully taught:
(A) GYMNASTICS: Military drill, marching, gymnastic dancing, calisthenics, heavy apparatus, boxing, wrestling, fencing, singlesticks.
(B) ATHLETICS: Running, jumping, pole vault, hammer, discus.
(C) GAMES: Baseball, indoor baseball, basketball, soccer or Rugby football, handball, volley ball, lacrosse, golf, tennis, ice hockey.
(D) AQUATICS: Swimming, rowing, sailing.
Where did you study anatomy and physiology
Length of courseDid you pass an examination
Where did you study hygiene
Length of courseDid you pass an examination

Form No. 26.

CONFIDENTIAL REFERENCE REGARDING A CANDIDATE FOR THE SECRETARYSHIP OF THE YOUNG MEN'S CHRISTIAN ASSOCIATION

Concerning	Filled in by
Address	Address
Date	Occupation
1 1	te your co-operation in the guidance of th sible life work in the Secretaryship of th
*	ess the qualifications that would insure hi en are needed. None of your estimates onim.
THE MEASUR	E OF THE MAN
What is the length and nature of y	our acquaintance with this man?
Check in the bracket your estimate	as based on your personal acquaintance.
his physical pre- sence, manner,	ole Indifferent Unfavorable Repellent
have upon you? () () () ()
2. Indicate your es- Deep and Good timate of his constructive judgment, intelligent grasp of his work and ability to think	Fair Erratic Superficial
) () ()

3.	How efficient is he in getting things done?	ieving under	g even	der ne	ormal	execu	itive		rical acity	Bui	ngles
				()	()	()	()
4.	and retaining a following of the	boys inctive cept h	inst- ely ac- is lea-	lead	ler	Moder				dist	ties rust
5.	How well does he represent Chris- tianity in his life and conduct?		mple	son Chris	ne tian	Confor accep stand	ted ards			Carica re Chris	al tianit y
6.	How successful is he in working thru and with others?	orga and wo	nizer team	and opera	tive	Fai		alo	one	distu	nent .
7.	What is your estimate of his probable worth to the Ass'n movement?	. stan lea	ding der	ma	n	A ste	der	val	ue		bility
	WHAT DO YOU In Athletics?				In		hip?	•••••	*******		

Vocational Guidance and Employment Practice 176 In earning and handling money?..... scholarship?..... In religious work?..... In service?.... WHAT WEAKNESSES HAS HE? In character or method?...... In honesty or integrity? In person or speech?..... In self-indulgent habits?..... FOR WHAT WORK OR FIELD IS HE BEST ADAPTED? (Check Which) (Check Which) 1. Executive?..... 1. City?..... 2. Business?..... 2. Rural?..... 3. Physical..... 3. Railroad?..... 4. Educational?..... 4. Industrial?.... 5. Social?..... 5. Boys?..... 6. Vocational..... 6. Army or Navy?..... 7. Religious ?..... 7. Student?..... REMARKS To whom would you advise that similar inquiries be sent? Name.....Address...

Form No. 27.

STANDARD INTERVIEW BLANK

FOR PROSPECTIVE NEW ENTRANTS TO THE YOUNG MEN'S CHRISTIAN ASSOCIATION SECRETARYSHIP.

	g			_		Intervi					
Address	• • • • • • • • • • • • • • • • • • • •				.	Date a	nd Pl	ace		••••••	
Ascertain	Ascertain first that the following minimum requirements are met:										
1 That he is at least 18 years of age and not over 45.											
That he shows evidence of good health without handicapping physical defects and is able to pass the physical test of a standard life insurance company.											
3 That	he has had	l a higl	ı scho	ol edu	cation	or its e	quival	ent in	organi	zed stu	dy.
4 That he is a member of an evangelical church and actively participates in same. Check in the Bracket Indicated Your Opinion Based on an Unhurried Interview.*											
press y persona ance, manner	oes he im- ou by his al appear- speech, and gen- ealth?		ality		·	Indiffe		We (ı	llent
you fo ability clearly	opinion do orm of his to think and con-	intell	ligent								
structiv	ely?	()	()	()	()	()
do you	mpression get of his to achieve	Except	ional	Effec	etive	Fa	ir	Poe		Disruj	pting
results	?	()	()	()	(.)	()
mate o	your esti- f his ini- and power ained lea-			Accep	ptable	Limi	ited	Ineffe	ctive	Totalack	
dership		()	()	()	()	()

5.	How are you impressed by the content and expression of his			Who	blesome	For	mal	Non	ninal	Unc	christi	ap
	religious life character?	()	() .	()	()	()	
6.	How do you es- timate his work- ing relations with	Hig co-oper	hly rative	Team	worker	Var	iable	Individ	lualist	Ob ti	stru c onist	
	others?	()	()	()	()	()	
7.	For what department of Ass'n work do you judge he is best											
	adapted?											
8.	For what posi-	Ex	ecuti	ve	Busine	ess	M	embersh:	ip E	mploy	yment	;
	tion?	•)					()		(
		Ph	nysica	1	Educat	ional		Social		Doub	tful	
		()		()		()		()	
9.	Recommendation.		ther					Reli on			o not oprove	
		()	()	()	()	()	

Give particulars

To be deposited with accompanying information and confidential reference blanks with State Personnel Committee or Personnel Bureau, International Committee, Y. M. C. A., 347 Madison Avenue, New York City.

(Use back of sheet for comments.)

It may help you in forming your opinions carefully of you will think of a man who measures to the qualification noted above each bracket. These men should be about the same age as the one you are judging. This completed, you will ask yourself for each general query—"In regard to the question on this line, which of the five men I have chosen does this man most resemble?" Comparing men with men is frequently easier than comparing men with names of qualities.

Form No. 28.

Y. M. C. A. EMPLOYED OFFICERS

OPINION RECORD

Concerning			Date		
Position			Opinion of		
Location			Position		
INSTRUCTIONS-	Employed C present work	Officer as in c. Check in	personal opin dicated. Base brackets or us back of blank	your judgr e space betw	ment on his veen brackets
1. What effect does his physical pre- sence, manner voice and dress have upon you?		Favorable	Indifferent	Unfavorable	Repellent
2. To what extent does he reveal good judgment and an intelligent grasp of his work and ability to think thru pro-	constructive thinker			confused	Thought-less
blems? 3. Does he get things done either by himself or thru others with dispatch and economy?	eving even under great difficulties	under normal	Moderate		Bungles things badly
4. Does he secure and hold a following of strong men? Do young men or boys instinctively accept his leadership?	ential and develops strong men	Accepted as a leader	Fails to hold a following	Not a leader	Incites distrust
5. How does this man's life and character illustrate real Chris-	An exceptional embodiment	A whole- some Christian	Conforms to accepted standards		Caricatures real Christianity
tianity?	()	()	()	()	()

6.	How well does he	Men love to	Generally	Inclined to	Works best	Always a
	get along with	work with	co-operative	conten-	alone	disturbing
	others?	him		tiousness		factor
		()	()	()	()	()
7.	To what extent	Exception-	Well	Fairly	*Not well	A
	is he adapted to	ally qualified	suited	well	adjusted	misfit
	his present work?	()	()	()	()	()
8.	What do you re-	Will be an	Promising	Successful	Will always	Should
	gard his future	outstanding		in a small	be a second	resign
	to be in Associa-	lead er		way	rater	at once
	tion work?	()	()		()	()

9. What is the length and nature of your acquaintance with this man?.....

It may help you in forming accurate opinions if you will first think of a number of men, noting their names above the brackets which measure the qualifications they most exemplify, filling a name to each bracket. You should make up this general scale from men of positions in the Association of about the same responsibility as that of the man you are judging. Then compare your man with these men asking yourself for each qualification—"In regard to the questions on this line which of the five men does this man most resemble?" Comparing men with men is frequently easier than comparing men with names of qualities. (This general measuring scale should be made on a work sheet and of course, need not be disclosed to others.)

^{*} Indicate on back the work for which he is better adapted.

Opinion records are to be filed with the State Personnel Committee of the state in which the man recorded is employed or with the Personnel Bureau of the International Committee of Y. M. C. A.'s, 347 Madison Avenue, New York City.

CHAPTER XI.

SCHOOL GRADES AND MENTAL TESTS AS DETERMINERS OF VOCATIONAL APTITUDES



CHAPTER XI.

SCHOOL GRADES AND MENTAL TESTS AS DETERMINERS OF VOCATIONAL APTITUDES

Possibilities of the rocational clinic. The aid of psychology. Individual differences Transmission of hereditary traits. Transmission of acquired traits.

Prognosis of the individual from school grades.

Mental tests. Typewritten tests. Value of mental tests. Tests in the Brooklyn Central Branch.

POSSIBILITIES OF THE VOCATIONAL CLINIC

In Chapter VII the methods of modern science in the direction of trade analysis and classification were indivated. Considerable progress has been made in this phase of the study; more, namely, in the selection of individuals for particular jobs, than in the selection of jobs for particular individuals. From the social standpoint it is of primary importance that the individual first discover himself and his limitations. The second step in importance from the social standpoint, is the location of a job to suit that individual. In other words, it should be far easier for a man who really knows himself to hunt out one job for which he knows he is suited than to apply for and try out a hundred jobs, no matter how carefully analyzed, where the objective is to accept or reject the individual who applies for the work

There is looming up in the future large possibilities for that organization which can conduct a vocational clinic where a man who desires to discover himself can go for as careful an analysis as is given to material sent to the chemical laboratory. The operation of such a clinic if carried on in connection with the

Vocational Department of the Young Men's Christian Association would require on the staff a trained psychologist as well as the experienced counsellor and interviewer. In many Associations an arrangement of this kind will become increasingly possible, following the lead of a few Associations, such as the Brooklyn Central Branch, which is fortunately staffed in this respect. But in addition to men within the Association staff there are other resources of scientific help which can be called in by the Association from the ranks of experts in the field of applied psychology.

THE AID OF PSYCHOLOGY

During the war, the progress made by this science in the personnel work of the army attained such a high standard of results that it has attracted wide public attention. The difficulty up to that time had been the lack of co-operation between this group of scientists, located as they were in widely separated centers. It required a great national need to mobilize their forces. It has recently been proposed that an association of psychologists be formed with national and branch offices, the latter being located wherever there are psychologists competent to carry on this work. In the problem of selection for general intelligence and analysis of special aptitudes they can be of great service.

It is exceedingly important that the Young Men's Christian Association with its intimate contact with the problems of men and boys, bring to bear upon the solution of vocational problems any contribution which science may lend. It is therefore to be hoped that in the near future, should the services of expert psychologists be available, that the Association Vocational Bureaus would be among the first to make use of such services.

INDIVIDUAL DIFFERENCES

The popular notion in the United States based upon a statement in the Constitution "that all people are born free and equal" interprets this equality as meaning equal mentality as well as equal political rights. There is one fundamental fact that underlies all psychological tests of the present time, however, namely, "that people differ in their mental capacities or powers just as they do in their physical characteristics and that they should be treated according to their capacity." The psychological laboratory

discovers that men are by nature very different in every respect in which they have been measured and "that these native differences are in part responsible for differences in achievement, how much cannot yet be determined; and furthermore that these native capacities determine the limit of achievement possible to every man."

Science has made but a vestigial beginning in the study of the causes of these individual differences. Dr. Cannon has been conducting during the past five years a series of investigations in the Harvard physiological laboratory concerned with the bodily changes which occur in conjunction with pain, hunger and the major emotions.1 A group of remarkable alterations in the bodily economy have been discovered, all of which can reasonably be regarded as "responses that are nicely adapted to the individual's welfare and preservation." These bodily changes and emotional states were studied in connection with the effect produced by the increase or decrease of the secretion of various bodily glands. While Dr. Cannon does not indicate in his book the application of these investigations to a man's vocational life, still it may be safely assumed that future medical research in this field may be the means of bringing about entire changes in human ability through the normal adjustment of the secretion of these bodily glands.

TRANSMISSION OF HEREDITARY TRAITS

Studies have also been made in the influence of heredity upon a person's eventual success in life.

In the past generation, Galton made a thorough study of man's natural abilities as handed down by inheritance. He selected as a field of research 300 families, 1,000 eminent men and 450 men whom he called illustrious, and made a study of their family connections. Some of his conclusions are valuable. Among other things, he tound first that ability combined with zeal to carry out a piece of work and capacity for hard labor is inherited, and that the union of these three qualities was necessary to raise men from the ranks.

Bodily Changes in Pain, Hunger, Fear and Rage Walter B. Cannon, M. D. 1920.

Second, he found that numbers of men rise before they are middle aged, overcoming their hindrances and passing beyond those who began under more fortunate conditions.

Third, he found that great men do not work for the sake of eminence, but to satisfy a natural craving for brain work.

Fourth, he discovered that even the greatest social advantages are incompetent to give eminence to men of mediocre ability.

Fifth, he found that a large percentage of illustrious men achieved success because they broke away from the life which had been prescribed for them by their parents and followed the dictates of their own natures.

Sixth, Galton dispels the idea that "opportunity knocks but once." He found that opportunities come again and again.

Seventh, and perhaps his most important conclusion, he found that young men can not achieve high reputation without equally high abilities and on the other hand but a few men who possess these high abilities fail in achieving eminence.

Galton's conclusions as to the transmission of inherited traits have never been satisfactorily disproved by any group of scientists since his day.

So many studies have been made along this line that space does not even permit a listing of them. A few, however, are especially worth noting. During 1918 and 1919 a request for information from twins was sent out by the American Genetic Association. A rich field for study was provided in response to this appeal to which 600 pairs of twins replied. Exact measurements of mental traits were not reported but there were included measurements of resemblance of height, color of the hair, gait, susceptibility to disease, etc. In a lecture at Teachers College in April 1921, Dr. Arthur I. Gates reported an experiment by Starch who measured eighteen pairs of university students who were siblings (children of the same parents) with a battery of educational and mental tests. By a process of correlating the results of these tests it was found that the resemblance was attributed primarily to heredity. Dr. Gates also mentioned an investigation by Bryant, who in summarizing a study of twenty thousand cases of stammerers, stated that 50% showed speech defects among near relatives and if stammering appeared very early he did not find "an instance unless some blood relative had previously shown disordered utterance."

TRANSMISSION OF ACQUIRED TRAITS

One of the most interesting discussions of recent years has been over the possibility of transmission of acquired mental traits. Watson states, "Although as yet the evidence in favor of the inheritance of acquired characteristics is not conclusive, it is of sufficient importance to make it impossible to disregard entirely the possibility that such inheritance has played a large role in evolution." Thorndike, however, in reviewing this evidence concludes that "the evidence is against the transmission of acquired mental traits." In other words, a son is apt to receive from his parents such capacities as they pass on to him that are native to themselves. By further study and effort, even resulting in superior achievement and success in life, parents cannot change the native endowment of their children. This has a large meaning to the counsellor in its application to the analysis of an individual. A study of the parents is apt to throw considerable light upon the child.

In a book recently written, Goddard proved to his satisfaction and makes very convincing statements that human life is made of intellectual levels; that certain people, no matter how long they live, can never get byond a certain level. A man may be forty and have the intellectual mind of a boy of twelve.² Goddard, however, does not make clear the difference between intelligence and knowledge, terms which are constantly used in confusion, but his whole theory is that if we can determine the intellectual level of people we can make them happy and useful by fitting them into occupations suited to that level.

In addition to the methods of self-analysis and opinion of associates for vocational determination, there are two means still at command which should be outlined. These two methods are prognosis of ability through school grades and mental tests

PROGNOSIS OF THE INDIVIDUAL FROM SCHOOL GRADES

In one of Thorndike's lectures he reported that a group of eminent engineers were studied as to their outside interests while they were boys in school. It was found that most of them even

⁽²⁾ Human Efficiency and Levels of Intelligence, by Henry G. Goddard, Princeton lectures, April 1919.

before the age of seventeen had mad small engines, built viaducts and devices of similar sort. When a group of eminent American lawyers were studied it was found that as young men they had tended strongly toward linguistic ability and were superior in such studies as Latin. Clergymen were likewise studied and found to be lacking in mechanical ability but strongly interested in books.

The interest of the young man which changes from one year to another must not be estimated as an indication of fieldeness but as a constant characteristic of the young and usually prevalent in all.

One of the most satisfactory studies in the formulation of methods for predicting vocational aptitudes has been made by Dr. Kelley.³

The problem which Dr. Kelley undertook was largely in the field of educational guidance since the data concerned high school pupils and high school subjects, but the method which he used was that of calculating "the correlation between the estimate of a person's fitness for a task and his later performance in it." This method will inevitably be used extensively by workers in vocational guidance as soon as it is understood.

The process consists of the use of mathematical formula in which the partial correlation and the regression equation are essential in the evaluation of the data.

As Kelley says "when selective classification of a prospective school pupil is attempted, the usual question asked is, what is his general mental ability." His study therefore attempted to answer that question by considerations based upon one of these sources of data: (1) the pupil's grammar school record, (2) estimates of previous teachers of the pupil, and (3) grades obtained in special tests given the pupil at the very beginning of the school year.

A further aim of his study was to determine before courses were taken in the high school what the probable ability of the pupil in question would be in each course. Instead of attempting to cover the entire field of high school work he chose three subjects—mathematics, English and history for study. His procedure

^{3. &}quot;Educational Guidance. An Experimental Study in the Analysis and Prediction of Ability of High School Pupils." Dr. Truman L. Kelley, 1914, Teachers College Publication No. 71.

was to separate his data contained in the three subjects and the three sources into elements as far as possible independent of each other. For instance, the teachers' estimates of the pupil were four in number: intellectual ability, conscientiousness, emotional interest in his work, and oral expression.

While the method of the regression equation is too technical to be described in detail in this chapter, it is however possible for a person with good intelligence to so master its uses that a half hour's work on the case of a given individual will result in an accurate estimate or prognosis of his ability. Tables are published which greatly facilitate the calculation of the regression equation A study of the following paragraphs indicate the method of combining the data to ascertain the probable grade in the course about to be taken.

"If the grades received, or marks given, in the original data are represented by X1, X2, X3, X4, and if the grades received in the high school mathematics, English and history clourses six months or a year after the original data are obtainable are represented by XM, XE, XH, then the problem is to establish the correlation between XM and the combined measures based upon X1, X2, X3, X4, and similarly with XE and XH Expressed as an equation it is $XM = e^{\phi} - e^{1}X1 + e^{2}$ $X^2 + c^3 X^3 + c^4 X^4$. This is equivalent to saving that a certain constant times the grade received in the first trait (or test), plus a second constant times the grade received in the second trait (or test), plus, etc., gives the probable grade in the course about to be taken. The statistical problem involved is the determination of the constants c0, c1, c2, c3 c4, so that the XM values obtained differ on the whole, and when every individual is taken into account, from the actual XM values by the smallest amount possible.5

"This regression equation is the means of prognosis, and to use it in the case of any individual it is only necessary to substitute the values X1, X2, X3, X4, for that individual, to obtain a value XM."

In defense of this method as a practical means of vocational determination Kelley points out that having once initiated a guidance bureau, the demands upon it will be innumerable, in

⁽⁴⁾ Pages 4 and 5 of "Educational Guidance" by Kelley.

⁽⁵⁾ Or, more accurately, that the calculated Xm's differ from the actual Xm's by such amounts that the sum of the squares of the differences is a minimum.

fact extravagant, and that in the attempt to meet these demands and to meet them on the spot and without a moment's delay one of the richest sources of information is likely to be only very partially utilized. For this purpose the regression equation can can be applied to the records of school grades, so that whatever capacity it is that a grade, say in mathematics, stands for, "it is measured with a high degree of accuracy when the records of several years and of several teachers are combined. A pupil's school record is the most complete, detailed and accurate of all records, of the ordinary pupil, from his entrance into school to his entrance into work. Unless the significance of this record is evaluated with reference to all the important studies and vocations the most readily available and accurate data concerning the applicant for a place in some class or for a job are not being utilized."

It is Kelley's belief that "teachers" estimates of a pupil are second in importance only to grades. In detailed procedure the regression equation method is a powerful instrument for it enables any number of factors to be combined with the highest significance with reference to the vocation in question. When a large number of factors, none of them of predominant importance, contribute to a total result, the human intellect, unaided, cannot compass their total significance and it is only by mathematical means that they can be summed and interpreted.

Any bureau operating a vocational clinic would indeed act wisely in making available an analysis of these various factors through some one able to manipulate the regression equation.

MENTAL TESTS

The attitude of the scientist is far from that of utter dependance upon psychological tests as the only satisfactory method of determining a vocation. This attitude is reflected by Starch in his discussion of the measurements of mental capacities. He says:

"Strictly speaking it is impossible to measure directly the original equipment of a human being unmodified by environment causes. The nearest approach would be the

⁽⁶⁾ Educational Psychology, Daniel Starch, Chapter 7, 1919.

preparation of a complete inventory and exact measurement of all the capacities that an individual possesses at birth. Even then pre-natal conditions have entered into the growth of the organism. The next nearest approach would be a measurement of all capacities which are not directly or subsequently trained by school, occupation, or special circumstances. In fact no one can live and possess capacities without any modification from them through outside cause, hence the best that we can do is to measure as many capacities as possible, which have been modified least by special exercise or training, and then to consider them as approximately representing a person's original abilities, or, to make such allowances as we can for the influence of external causes. No human being up to the present time has been in all respects at any given point in his growth by thoroughly accurate methods.

Three types of tests have been developed, at least in part, for the determination of the native ability of human beings. A representative of the first type is the Binet-Simon series. This method by a variety of reactions through questions and situations. ascertains the level of intelligence a person possesses. A large number of experiments have been conducted to determine the normal mental content of various ages of children and young people. An intelligence quotient is determined from this system of tests. An individual can for instance, be compared with these age levels and rated accordingly. The quotient is generally referred to as the I. Q. (intelligence quotient), and is arrived at by dividing the mental age by the physical age. If an individual of eighteen has an intelligence level of a child of fifteen, his I. Q. will be 83. A normal I. Q. would be 100, namely a child of the age of twelve should have a corresponding intelligence age of twelve. On the other hand it is possible for the I. Q. to be above 100. A boy of fifteen may have the intelligence of a boy aged eighteen. His 1. Q. would be, therefore, eighteen divided by fifteen, or 120, which is above normal.

The second neethed proceeds on the basis of measuring certain special mental functions from year to year and of determining thereby the mental status and grading of the individual. This method, however, has not yet been developed with the same

degree of completeness as the Binet-Simon tests and their various modifications.

The above two types are generally referred to as general intelligence tests. This type of tests as used in the army consisted of two groups. The Alpha Group was designed to measure the intelligence of individuals who could read and write the English language and the Beta group was designed for those who are either illiterate or whose ability to read or write is confined to some language other than English. The individuals in the latter group may score and be rated as highly in intelligence as those in the Alpha group, as the results are not expressed alone in the terms of the English language. In the Army there was a third classification known as individual tests for those who failed to make a satisfactory score in either the Alpha or Beta tests. The purpose of this group of tests was to ascertain the intelligence of subnormal adults.

Another type of tests has been devised for the examination of candidates for important classes of employment requiring special ability or capacity. These may include speed tests, accuracy tests, perception tests, coordination tests, memory tests, mathematics tests, and a wide variety of others. This sort of test measures the subject's ability to perform certain specific acts and because of their great value to industry a large emphasis has been given to them by scientists.

It is a simple matter to devise tests that indicate the subject's possession of a particular mental power, but there is another class of mental tests (and this type is of more concern to the vocational counselor) "designed primarily to indicate or determine the possession of the more abstract qualities. The manifestation of judgment through the individual's simple and ordinary actions is less obvious to the untrained observer. This is the class of tests designed to measure the degree in which an individual possesses such qualities as moral sense, form perception, the power to reason from cause to effect, poetic discrimination, ability to understand complicated instructions, judgments, sense of the right relationship of things and ideas. It is as important, if one

is arrive at a true measure of any individual's mental capacity. that he be tested as to the poss ssion of these more or less abstract qualities as it is to determine his possession of concrete abilities."7

An in portant question is that of qualitative value of mental tests. How much importance may we attach to the facts which they reveal and how much can they tell us about an individual? Link states that mental tests do not make it possible to product without qualification that a certain individual will succeed at a e rtain kind of work and that another will fail but that they only enable one to say what the chances for the success of a particular individual are as compared with nother. He agras, therefore, with Starch, that tests do not make it possible to discover all that it is desirable to know about an individual or to proches, what an individual is bound to do. Since mental tests are unable to adequately discover the othical and emotional qualities it is obvious that they do not provide a perfect method for selecting the vocation. This is a short-coming which gravely limits the usefulness of mental tests as devised so far and the vecational counselor may well fall back upon the information which pinion records provide as described in Chapt r X. But while mental tests have their limitations, their value lies in their ability to discover the presence and measure the extent of special faculties that the individual possesses. It is generally considered that these who do not possess the necessary noral qualities are as badly fitted for a job, even with large possession of ability of technique, as those who have the right moral habits and qualities, but who are equally unfitted for the tasks in question because of lack of ability or technique.

The counselor will observe four possible combinations of individuals to whom he is expected to render help. The four possible combinations are as follows: 8

1—Those with the necessary technique and also the necessary moral traits.

Trabue. Measure Your Mind. Page 46.
 Link. Employment Psychology. Page 200.

- 2—Those with the necessary ability but without the necessary moral traits.
- 2—Those without the necessary ability but with the necessary moral traits.
- 4—Those without the nece-sary ability and without the nees-sary moral traits.

The value of tests in industry has been that they aided the employment manager to separate those who have the requisite ability from those who have not regardless of the existence of the moral qualities, resulting in the rejection of a large number of applicants who could not succeed at the particular job in question. This resulted in the remaining group who were not rejected being divided into two classes—these baying the necessary moral traits and those not having it. Because the psychologist was without tests to discover the presence of the degree of the moral qualities, he would recommend both of these groups for work, but within that number some would fail through lack of moral standards. By this process of elimination there then remained only those who had both the ability and the character necessary for the work in question, so that in spite of the fact that psychological tests do not suffice in the discovery of moral traits, they do make it possible to eliminate those who do not possess the factor of ability.

In helping the young man choose his career, the vocational counselor operating in a clinic where both mental tests are used with the other methods suggested in this handbook will be at the great advantage of arriving at conclusions based upon all the facts rather than on but a few.

It is not the purpose of this chapter to give a detailed procedure of the methods of conducting mental tests. For an adequate treatment of this subject the reader is referred to the volume "Army Mental Tests" by Yoakum and Yerkes. In this volume a thorough analysis is made of the making of tests; the methods and results; the instructions given to the examiner; the results of the Army tests in the Students Army Training Corps and Colleges; the practical application and a complete set of the record blanks, forms and methods of scoring.

The reader is also referred to Appendix F. which consists of eight of the Army Alpha tests adopted by Mr. H. D. Fryer, of the Vocational Department of the Breeklyn Central Branch of the Young Men's Christian Associations.

In the examination as conducted by the Brooklyn Central Branch, the aim is to secure as exact a measure as possible of the applicant's occupational qualifications, intelligence, physical personality, industriousness, enthusiasm, responsibility, honesty, indeendence, English (if a foreigner), health, penmanship, general value, and a detailed description of his occupational, educational and special training. This information may be secured from the (1) history blank, (2) from the interview, (3) from the tests, (4) or from recommendations.

In the work of the Vocational Department of the Brooklyn Central Branch, the counselor seeks the standpoint of the individual he is dealing with, through the general interview; the analysis of occupations and social interests; the intelligence analysis and diagnosis of mental capacity for work; the occupational information and educational information given from interviewing; the religious interview and the special interview in connection with the "Vocational Career Week." The counseling process, therefore, includes an introductory interview, a psychological analysis, the general interview by which the general capacity and aptitudes are determined and self-analysis and opinion records blanks.

In the week following this interview and personal contact, the applicant is invited in for an inspirational talk on vocations and then for several menths if he wishes he may become a member of a group which meets a night a week during the winter for an occupational discussion.

In handling the individual—then the counselor has available and at his command four valuable methods for the determination of a vocation. Two of these, namely the self-analysis blank and judgment of associates, were described in a previous chapter. To these may now be added the aid of the regression—equation and mental tests to which processes—ur American scientists are now giving increasing attention.



CHAPTER XII CASE REPORTS FROM EXPERIENCED COUNSELORS.



CHAPTER XII

CASE REPORTS FROM EXPERIENCED COUNSELORS.

Reports as to outcome of cases handled in the prerious year. Methods followed and treatment given to typical cases by counselors. Typical case of a man needing only self-analysis. Typical case requiring guidance only.

In connection with the preparation of this handbook a request was sent to a large number of experienced employment secretaries and vocational counselors through the North American associations, requesting them to furnish a report on a typical case which had passed through their handsduring the year previous in order to show the outcome of their work and another report on the method followed and treatment given dealing with an actual individual.

This data was collected for two reasons; first, it was very desirable to know the actual methods being used by the vocational secretaries, and second, it was felt that less experienced vocational secretaries or social workers reading these case reports might pather therefrom the general drift or manner in which the work was being conducted.

REPORTS AS TO OUTCOME OF CASES HANDLED IN THE PREVIOUS YEAR.

The f Howing questions were asked on each case:

- I. Date you handled the case?
- II. What were the particular problems at that time?
- III. What plans did you make for employment, continued training, and study?

- IV. To what extent has the plan been carried out?
 - V. What follow-up methods did you use?
- VI. What change would you have made in the original plans if you had known all the data which you now have at your command?

The following typical cases are a random selection from thirty-three reports received:

CASE NO. 3

- I. About six months ago.
- II. Capable young man with altogether too varied an experience, and no special notion as to what he wanted to do.
- III. We wanted him to go to work for a local wholesaler and thoroughly master shipping and traffic management. He refused because of prospects of larger immediate pay and went to work on a sales job. He kept at his study of traffic however. After a bit he became very discouraged over selling, and wanted to get back into traffic. He had had some experience as a shipping clerk. We located him a job, but it was too heavy for him, and he was let out in two weeks. He is now working temporarily, and waiting for the right traffic job to turn up.
- IV. As above.
 - V. We tell a man to keep, in touch with us. If he is interested, he will so. If he is not sufficiently interested to do so, we feel that we can be of little use to him through the mails.
- VI. We do not know, though we feel that we did not put this case over right. Either we were weak in "selling" the traffic idea originally, or he is unusually hard to convince. We also made a mistake in putting him on too good a job.

CASE NO. 12291

- I. March, 1920.
- (1) Discharged from the U. S. Army service in May, 1919. While in the service he was slightly gassed.
 - (2) Unable to continue in indoor work where he had been employed for a period of ten months since his discharge.
 - (3) While he was able to drive an automobile, in order to get outside work, his training, education, and

family connections fiftted him for a very much better position.

- III. (1) Suggested a course in salesmanship which would give him work outdoors for the improvement of his heath.
 - (2) Salesmanship would also develop his personality and help him become more energetic and forceful.
- IV. Undertook a course in salesmanship, for which free scholarship was granted. A position as salesman was secured for him, which required him also to drive an automobile in making his calls on customers.
 - V. Correspondence. Since being given this advice he has persistently continued along the lines of selling. While he has held two or three different selling positions within the last fifteen months and has not yet secured a permanent connection as salesman, nevertheless, his case records a marked development in personality and health, and ability in selling.
- VI. None. This young man is cut out for a salesman, and will eventually make good.

CASE NO. 26

- I. Handled the case on April 1st, 1921.
- II This by was unbalanced, mentally brilliant but erratic, very careless in his habits—and unkempt in his appearance, stubborn, unwilling to conform to demands of society as to dress and personal hygiene.
- III. Continue his studies, elementary, at Night School of Y. M. C. A. He had never previously attended any school except two seasons at Y. M. C. A. Night School. Clean up person. Medical attention. He needs a physician's services. Advised a friendly manner and seciability.
- IV. Appearances are that he is improving. He had his hair cut, first of all.
- V. Personal throughout. He is to report to Vocational Adviser this week.
- VI. Would have made no changes in original plan.

- I. December, 1919; January, 1920.
- II. (1) Returned from the service incapacitated through gas attack, spent three months in convalescent hospital.

- (2) Preferred not to go back to chemical laboratory in which he had been employed as chemist prior to entering the war.
- (3) His experience as a first lieutenant in the army gave him the opportunity to deal with men, and as a result he felt that his biggest success would be in such lines where he would come in contact with people.
- III. (1) Secured a position for him with export house as credit investigator. This work permitted him to be on the outside seventy-five per cent of his time. This suited him excellently because of the impairment of his health through war service.
 - (2) He enrolled in the foreign export class as a student, and applied to his daily experience the knowledge which he obtained here. At the same time he undertook the study of Spanish.
- IV. He has carried out the plan completely and subsequent developments indicate that he has made a wise choice. His salary is now higher than that which he received as chemist, his health is better, he has been advanced to the executive position of credit manager and is very much satisfied with the outlook for the future.
- V. This man is a member of our Branch and steps regularly for physical exercise, and drops in for a friendly chat with the Vocational Director—from time to time, which opportunities—have been used to check up—in his progress.
- VI. None. Feel that in this case the man has been correctly advised and materially helped.

- I. Handled the case on January 31, 1921.
- II. Self-depreciation.
- III. We convinced him of his real worth and mental ability. Advised him to enter advertising business. Advised him to read advertising books.
- IV. He is now associated with leading advertising firm of this city, as assistant to the manager.
- V. Personal talks. Letters.
- VI. Would have made no changes in original plans.

- I. Handled fall of 1919, August or September.
- II. Young man, two years of college, n special training r experience. A brand new wife to look out for. A desire to write.
- III. We tried to locate him with Associated Press, or even one of the Iccal papers, but did not succeed. We finally found a place as shipping clerk. He was to write and study nights. He gave this up after about three months to try a small town. The cost of living in the city was worrying him. He came back about a year ago and we have located him twice since. He is writing evenings, and quite regularly has his manuscript returned from the publisher. We think he will eventually make good, for his efforts are good and he is certainly studying hard.
 - IV. As above.
 - V. He writes us, or comes in occasionally.
- VI. We do not feel that we have done very well in this case. He is sincere and willing to work, but we were unable to suggest for him work much above common laboring. The necessity for a minimum of \$100 a month to start made it somewhat more difficult. He would not consider sales, and we do not think he would have made good at it.

- I. January, 1920.
- II. (1) Had tried a half a dozen different propositions without settling in any one. The analysis showed him to be a high school graduate, also a graduate of our automobile mechanic and driving school. He had worked as electrician's helper, power house worker, chauffeur, hotel clerk, and was a private for twenty months in the U. S. Army.
 - (2) Had desire to enter the profession of chemistry. His age, twenty-four, however, hardly permitted entering college at this time.
- III. (1) Practical work in a laboratory, with the undertaking of studies at night was advised.
 - (2) He possessed an exceedingly shy disposition, lacking force and personality. Develop personality by enrolling him in the class for public speaking.
 - (3) A course in reading on the subject of chemistry was advised.

- IV. Found employment in the chemical laboratory of a large drug house, later found position in the powder mixing department of a perfumery manufactory. Now employed by the gas company in their testing laboratory.
 - V. Correspondence and frequent interviews.
 - VI. In view of the record, which shows that he is determined to remain in the practical chemical field, it would seem that he was well advised, especially because of the fact that he feels satisfied in this kind of employment.

- I. Handled the case on January 3, 1921.
- II. Slow in movement; fine in concentration; easily discouraged; thought the world had it in for him.
- III. Made plans for his studying retail selling. Arranged in terview for him with head of best retail selling organization in this city. He expects to earn enough money this summer to enable him to return to Spokane next winter and study retail selling in evening school.
- IV. Plan carried out as above. He is now working outside the city, on a farm.
- V. Follow-up letters sent.
- VI. Would have made no changes in original plans.

CASE REPORTS ON METHOD FOLLOWED AND TREATMENT GIVEN TO INDIVIDUALS

The following questions were asked on each case:

- 1. State briefly all known facts relating to age, nationality schooling, health, religion, occupational history, family connections, financial conditions.
- II. What occupation was recommended?
- III. Why was this occupation recommended? What part did the individual himself have in making the choice?
- IV. Did you handle the case by
 - (a) Using psychological tests.
 - (b) Securing crinions of friends or others?
 - (d) (Tharacter analysis, (state method)
 - (e) Self-analysis.
- V. What special training was recommended, and in what school?

- VI. What employment was secured and how?
- VII. Why was this employment recommended?

The following typical cases are a random selection from twenty-two reports received:

CASE NO. 3

- I. Age 30, American, two years at Stanford University, health good, Congregational, single, no dependents, financial condition fair.
- II. Electrical engineering.
- III. This occupation recommended because he likes electricity, has studied it thoroughly for years, and had previously made up his mind that this was to be his life work.
- IV. (a) using psychological tests
 - (b) securing opinions of friends
 - (d) character analysis, by questioning as to likes and dislikes, books, friends, pleasures.
 - (e) self-analysis by questionaire.
- V. Continuation of electrical course. Take business training in connection, at Spokan Y. M. C. A. Day School.
- VI. This employment recommended because it is a splendid opportunity to learn electricity from the viewpoint of the superintendent.

- I. Age 25. American, graduate of P. S. and special business course including bookeeping and stenography; health excellent, protestant, married (wife dead) financial condition satisfactory, working at accounting but discouraged. Problem to review history, see where education is weak, see if some other occupation might have been better choice.
- II. Accounting.
- III. Best trained in it and greatest interest is in this held though at present discouraged; not studying and not working for advancement. Individual made his own decision.
- IV. Using psychological tests and self-analysis.
- V. Columbia accountancy course. General courses in Arts and English to better cultural development.
- VI. Working now in satisfactory position.
- VII. This case is given to illustrate a group in which the Vocational Counselor's duty is to give encouragement, and to suggest courses to alvancement and further

specialized development, and also to suggest means of cultural development to bring out the individual into more social groupings.

CASE NO. 50

- Age 28, American, eighth grade, health excellent, member of Christian Church, Sunday School teacher, raised on a farm, eight months in army, eight years experience as a teller in a bank, married; life insurance, small bank account, no investment, apparently is not very thrifty. Salary—Fifty dellars a week.
- II. Teller.
- III. (a) Because it seemed unwise for a man of his intellectual equipment to change occupations after eight years experience in one field.
 - (b) He thought that he was making less money as a bank teller than he could at some other line. When he was convinced that he could not reasonably hope to make \$50.00 a week at any other occupation within the next five years he decided to remain in his present employment.
- IV. Self-analysis.
- V. None.

CASE NO. 95

- I. Age 27, American, High School graduate and eight months in College, health fair, religion indifferent, four years in Canadian Army, starting as Private, discharged as Lieut, in Flying Corps, married, has enough money to carry him through school six months.
- II. Radio Operator.
- III. Had learned to use radio outifit in the army and liked it. As he had an inclination towards this line of work an interview was arranged for him with the superintendent of one of the steamship companies who took a liking to him and promised him a position as soon as he would get a Government license as a radio operator.
- IV. Securing the opinions of friends and self-analysis.
- V. Complete course in Y.M.C.A. School of Radio Telegraphy.

CASE NO. 1

I. Age 21. American, High School and one year of college, health good, belongs to Christian Church; clerk in circulation department of newspaper, meter reader for electric light company, student. Father brilliant but never succeeded; had tried traveling sale sumuship and inventor's work. Financial conditions medicare.

- H. Liw.
- III. Peronimended law because of his fine distinction of words, brilliancy and love of study. He loses interest whin he learns about a subject. Individual reached this choice himself, partly by elimination.
- IV. Handled the case by using psychological tests: character analysis, by questioning as to likes and dislikes, books, frends, pleasures, etc., self-analysis questionaire.
- V. Sp. cial training recommended; finish college course. He chose Oregon Agr. College.
- VI. No en ployment secured. He is now a student in Oregon Agr. College.
- VII. No employment recommended.

- I. Age thirty-two, American, college graduate, health excellent, religion indifferent. Since leaving college he spent eight years in the Forestry Department of the U.S. Government, served eighteen months in the World War, rank 2nd. Lieut; Single; \$4000 insurance, small investment and a bank account.
- II. Lumber.
- (a) He is familiar with trees and can capitalize to some extent this previous experience in the lumber industry.
 (b) When this man came in to our office he had no idea of what work he desired to take up. He was sure that he wanted to change his occupation and get into some line where he would be associated with more people than he had been in the woods.
- IV. Securing opinions of friends or others and self-analysis.
- V. None.
- VI. Through his own efforts he secured a position in the office of the Winton Lumber Company at Coeur d'Alene, Idaho A position with this Company is especially desirable because they conduct their logging operations in the vicinity where he had spent eight years in the forestry service.

- I. Aged twenty-one, grammar school graduate, excellent health, Protestant, living with parents. Had been in the jewelry business prior to entering the war, served in the army three years, where he learned to drive cars.
- II. Automobile mechanic.

- III. The several positions which he held as chauffeur after returning from the army proved of short duration, satisfying him that chauffeuring was an unreliable future. On discussing his work with him he agreed that a coarse in auto-mechanics and practical work in that field would guarantee a better future.
- IV. Self-analysis.
- V. Complete automobile mechanical course in the Bedford Branch Y.M.C.A. School.
- VI. Auto mechanic's helper. Secured a position in a shop where he began as apprentice at \$10 a week. After three months he was receiving \$20 a week, which was an indication that he fitted well into this new occupation. Since then he had held additional auto mechanical positions, and has made good.
- VII. Chiefly because the occupation of the past three years had fitted him for this kind of work.

- I. Age 2d. six years P. S., American, subnormal physical condition (phy. exam_b), Protestant, placed by Central Placen ent Bureau on average of every six months for three years; selected as case needing study. Found to be doing routine tasks; satisfactory till rushed then goes to pieces. Parents living and caring for youth. Psychiatric examination showed paranoid personality.
- III. Farm work—combination of psychiatrists and my own advice as only "coupation in which individual could live a normal existence. This advice, with reasons, given parents.
- IV. Physical examination, psychiatric examination; psychological analysis in superficial way.
- V. None. Farm work away from city with little conflicting -timuli.
- VI. None. Parents considering vocational advice.

- Age 22. American, four years High School and three months at Bozeman Montana Agricultural College; health good, member M. E. church; stock raising and farming. Father and family engaged in farming and live stock. Financial conditions fair.
- II. S lling machinery.
- III. This occupation recommended because he lacks ability to draw, mathematics is hard for him, so eliminated mechan-

- ical engineering. Thought his forte would be machinery, and selling would be best for him. He had previously a knowledge of farm machinery.
- IV. Handled the case by using psychological tests, character analysis, by questioning as to likes and dislikes, books, friends, pleasures, etc., and self-analysis questionaire.
- V. Study Salesmanship in Y.M.C.A. Night School.
- VI. Helper on a 75-Helt Cat rpillar on a 22,000 acre farm.
- VII. This employment recommended because of his knowledge of machinery and love of farm i. g.

- 1. Age 21; American from up-state New York; one year at the University of Rochester; health good; Episcopalian; worked as a hotel clerk in a small New Jersey town; father and mother dead; no capital to draw upon.
- II. Motion picture production.
- III. Young man had had this ambition for several years and appeared to have the initiative to put it into practice. After a conference with several nation picture men his idea was strengthened.
- IV. Handled the case by securing opinions of friends and others and self-analysis.
- V. Course in operating in order that he might learn all phases of the business—course in photography later.
- VI. Temporary place in hotel auditing department until motion picture business opens up again. This was secured through our Employment Department and a personal letter to the employer.
- VII. Because of young man's experience and breause his adviser in the motion picture business said that even he could not place him for the present—large lay-off.

CASE NO. 11845

I. Aged twenty-nine, American, single, living with parents. father a custom tailor, active in church work, graduate of grammar school, spent a year in evening high school, six months in state agricultural school. Served in the Army for three years, later entering the Navy during the war, and served two and one-half years as ensign. Between the time of leaving the Army and entering the Navy he served one year as chain man in a surveying party of river and harbor works, being sent cut by the U.S. Government. Spent also one year in Ohio in the work of tree

surgery for a firm of tree experts. He is a young man of splendid personality, all around experience and education secured through travel and contact with people. He is ambitious but lacks forcefulness.

- II. Salesmanship.
- III. 1. Applicant's inclination toward this kind of work.
 - 2. Opportunity for outdoor activity.
 - 3. To be able to settle down with a well established concern.
 - 4. To develop force and energy.
- IV. Self-analysis.
- V. Course in Salesmanship and Public Speaking at the Bedford Branch Y.M.C.A. School.
- VI. Salesman, with a firm handling a well-known household article, through our Employment Department.
- VII. Gave him an opportunity to test his ability along salesman ship lines. Gave also a fair salary and an opportunity to satisfy his ambitions.

- I. Age 26, American, fifth grade Public School, physical condition weak, Protestant, seven years messenger in bank, middle class family, financial condition poor, individual support of mother.
- II. Poultry and seed raising.
- III. Outdoor work and preferably farm work desirable because of individual's physical condition; mental capacity insufficient for complicated work. Family. Vocational, Counsel.
- IV. Using psychological tests and self-analysis.
- V. Poultry raising course.
- VI. In employment until going to seed farm of friends in Pennsylvania.
- VII. Only employment that individual could be satisfied in, be in good health, and for which he had intellectual capacity.

Table III

SUMMARY OF METHODS USED IN THIRTY-THREE CASES REPORTED

The methods used are indicated below as follows:

- 1—Designates psychological tests.
- 2—Opinion records of friends or associates.
- 3—Observational analysis.
- 4—Self-analysis blanks.

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From the above it will be noted that twenty-nine out of thirty-three cases utilized self-analysis blanks; sixteen ut of thirty-three opinion records; ten cut of thirty three psychological tests; nine out of thirty-three observational analysis.

COMBINING THE METHODS

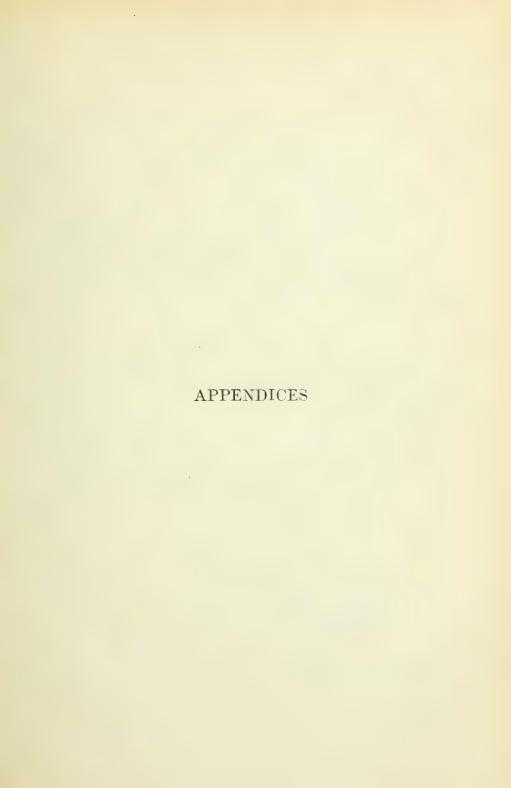
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TYPICAL CASE OF A MAN NEEDING ONLY SELF ANALYSIS

W. A. has an eighth grade education, is twenty-eight years old and is a printer by trade. In this trade, he has an average earning capacity of between \$30,00 and \$35,00 per week. He has become dissatisfied with this work because he sees no future in it, and he thinks he must therefore be a misfit. Through self-analysis of his qualification and aptitudes, it was made clear to him that he was better qualified for this trade then for any other, and that he could not change his vocation without heavy financial less and with any reasonable assurance of making a big success in any other line. Convinced of this fact, he did not need nor desire to investigate any vocations through personal interviews with successful men. Nevertheless, we feel that a valuable service has been rendered to this man.

TYPICAL CASE REQUIRING GUIDANCE ONLY

P. A. is twenty-five years old and is a mechanical engineer, graduated from an eastern technical school. He has been employed for two years by a large rubber company in Central United States as an assistant manager of one of the departments. He was in Seattle on his vacation and thought that the Pacific Northwest held a better prospect for his future than his present location. He needed to make a survey of the opportunities for a mechanical engineer in this part of the country. This would enable him to determine wisely if it would be well to give up his present position and take his chances of seeking employment here. An interview was arranged for him with a mechanical engineer who talked with him and arranged interviews with other men in this field. He was advised that his safest future was with his present work with the rubber company in the Central United States. We have not heard from him recently, but believe that he returned to his position, and we feel sure if this is the case, a valuable service was rendered to him.





APPENDICES

Appendix A.—Terminology

Appendix B .- ARMY OCCUPATIONAL INDEX

Appendix C.—Recommended Books

Appendix D.—Method Followed in Obtaining a Trade Test

Appendix E.—Occupational Statistics of Harrisburg, Pa.

Appendix F.—Psychological Group Examination for Vocation Purposes.

APPENDIX A. TERMINOLOGY

Vocational guidance is kurgely in the "prescientific" stages of its development and as a consequence derives its terms and symbols almost exclusively from the everyday vernacular of the people. Thus developed, therefore, its terminology necessarily lacks definiteness and consistency. As writers upon this subject are coming more and more into common agreement upon certain terms, it is advisable to attempt the definition of a limited number of words in connection with this study.

The terminology is grouped under the following general headings:

- 1. Guidance
- 2. Types of Education
- 3. Types of Schools
- 4. Miscellaneous terms

1. GUIDANCE

Vocational Guidance as defined and described by the National Vocational Guidance Association¹ is only one phase of guidance. Other phases, including guidance connected with ethical life, health, recreation, citiz n-hip and home life, should also be definitely provided for.

It is intimately related to all other activities of life and aims to supplement other forms of guidance in order to foster the complete life of the individual.

It should be a continuous process designed to help the individual to choose, to plan his preparation for, to enter upon and to make progress in an occupation.

It includes all systematic efforts under private or public control and excludes the traditional activities of the home, the chief purpose of which is to secure the most economical and conservative attachment of young people to the economical employments which they can most advantageously follow.

It is a process of directing individuals to gainful pursuits for which they may be adapted by nature or qualify by special training or in which there may be some prospect of obtaining the durable satisfactions of life.

Occupational Guidance has exactly the same meaning as Vocational Guidance but is a special term used by some to differentiate their work from those of charlatans who have made such extensive use of the term "Vocational Guidance."

Life Work Guidance: a study of the main fundamental interests and aptitudes in which the object is to formulate a program for a life career.

Recruiting: the fundamental objective of which is to engage the man's service in some particular vocation.

Educational Guidance is the conscientious effort to assist in the intellectual growth of an individual. Most educational guidance is also vocational guidance, but when guidance has to do strictly with social, civic, recreation and moral affairs, though it may bear indirectly on the occupation, it cannot be called Vocatonal Guidance in the strict sense of the term. Educational Guidance is the process of aiding individuals in planning courses of training and in selecting schools in which to obtain that training.⁵

Relation of Vocational and Educational Guidance: in Contributions to Educations No. 71 published by Columbia University, Dr. Truman L. Kelley indicates that Vocational Guidance has sprung up out of two things—need of the employer for efficient clerks, mechanics and laborers and still more important the need of the individual to utilize his talents to the best advantage, and that this situation has made apparent the need for such Educational Guidance in the high schools and colleges as shall precede and serve as a basis for the later Vocational Guidance.

2. TYPES OF EDUCATION

Vocational Education 6 is any form of education, whether given in a school or elsewhere, the purpose of which is to fit an individual to pursue effectively a recognized profitable employment, whether pursued for wages or otherwise.

Distinction between General and Vocation Education.⁷—General education aims to develop general intelligence, powers of

appreciation in all common fields of utilization, and powers of execution with such intellectual instruments as language, mathematics, scientific method, etc., without reference to recognized or specific callings; while vocational education has its aims, and, therefore, its means and methods, determined in any case by the requirements of a specific calling. For example, experience proves that it is desirable for all persons to be trained to read and to write, without reference to the specific callings which they may ultimately pursue. Equally, all people should be trained to appreciate and to choose wisely for their own use valuable products from such fields of human effort as literature, art, economic goods, and the specialized service of others. All persons should also be trained in the habitual actions, appreciations, knowledge in-sight, and ideals, which constitute approved moral conduct and good citizen-The forms of education designed to produce these ends may be further subdivided and described by such terms as "elementary education," "academic education," "general secondary education" etc.

Professional Education 8 includes those forms of vocational education the direct purpose of each of which is to prepare individuals for the successful pursuit of a recognized profession.

Vocational Commercial Education⁹ includes those forms of vocational education the direct purpose of each of which is to fit for some recognized commercial calling.

Commercial Education, 10 or preferably "commercial arts education." includes those studies derived from, or based upon, the commercial pursuits which are designed to give liberal or general education and to contribute to vocational guidance and vocational ideals in the field of the commercial occupations.

Vocational Agricultural Education¹¹ includes those forms of vocational education the direct purpose of each of which is to prepare students for some one of the agricultural occupations.

Agricultural Arts Education 12 includes those forms of training and study based upon agricultural pursuits and designed to enhance general intelligence, to promote appreciation of agriculture as a form of economic activity, to show wherein various sciences have practical application to human affairs, and to give vocational guidance and to inspire vocational ideals as these relate to the field of agriculture. Agricultural arts education, therefore, constitutes an important division of liberal education, both in the elementary and the secondary field.

Vocational Industrial Education 13 includes those forms of vocational education the direct purpose of each of which is to fit the individual for some industrial pursuit or trade.

Industrial Arts Education 14 includes those forms of training and study based upon industrial pursuits and designed to enhance general intelligence and give vocational guidance in the field of industrial occupations.

Apprenticeship 15 is a term here used to include all forms of systematic vocational education through the participation of the learner, under the direction of skilled workers in the actual work of various productive occupations.

3. TYPES OF SCHOOLS

A Technical School 16 is a school designed to give technical knowledge only, as that is involved in some recognized vocation or group of related vocations.

Classification of Vocational Schools. 17 Vocational education in schools, like other forms of education, may be carried on in day schools (in which the student is funder the control of the school for substantially all of his working time); evening schools (in which the student is regularly empoyed, and is under direction of the school only for his evening hours); or continuation schools (in which the student is regularly employed, and is under control of the school only for a limited number of hours taken from his working day).

These schools may be further classified as follows:

Day vocational schools:

- (a) Unified, or combined.
- (b) Dual, or co-operative.—
 - (1) Full responsibility.
 - (2) Part responsibility.

Evening vocational schools:

- (a) Preparatory.
- (b) Extension.

Continuation vocational schools:

- (a) Preparatory.
- (b) Extension.

A "Factory" Vocational School¹⁸ is one located in some adjunct capacity to a productive enterprise already in operation.

A Vestibule School ¹⁹ is a factory school designed to give preparatory training or instruction to new employees, the latter usually being already on the pay roll.

An Upgrading School²⁰ is a factory school designed either to improve the already employed worker's productive powers

in his present department or to prepare him for advangement to a better paid or otherwise more advantageous department.

Evening Vocational Schools²¹ are schools in which the hours of instruction lie outside of the customary working day. Evening vocational schools are of two types, extension and preparatory.

The Extension Evening Vocational School²² is a school in which a young person already employed in some occupation receives, during evening hours, vocational education in subjects closely correlated to assist him toward greater efficiency or more advanced work in that calling.

Preparatory Evening Vocational Schools²³ are those in which is offered vocational training unrelated to the occupation followed by the student during the day.

Continuation Vocational Schools²⁴ are schools which are attended for a limited number of hours each week, within the customary working day, by persons regularly employed.

4. MISCELLANEOUS TERMS

- $A \ Job^{25}$ is usually employment by the piece, day, week or month, where the amount of wage received is the important factor, and where the minimum of skill, training or knowledge is required.
- A Position²⁶ is employment where the remuneration is usually received by the week or month and where skill, knowledge and personal appearance are important factors.
- A Calling 27 is a service taken up by individuals where the remuneration is the minor factor, and the work being done is the supreme interest.
- A Profession²⁸ is employment requiring special mental attainments and having certain ethical standards.

Vocational Placement is the process of aiding an individual to enter upon a gainful occupation.

Employment Supervision is the process of aiding individuals to advance themselves in their employment and to educate themselves through work.

Readjustment: the process of changing from one occupation to another in order to secure greater gain in the satisfactions of lile.

Vocational Counselor: *9 whose task in scientific personnel work is to help measure the comparative fitness of any one man for any number of different jobs.

Employment Manager. 30 whose task in scientific personnel work is to help measure the comparative fitness of any number of men for any one given job.

TERMINOLOGY REFERENCES

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APPENDIX B.

Contents of War Dept. Document 774, 1918. "Trade Specification and Occupational index of professions and trades in the army."

Under the following group headings specified occupations are described as to duties, qualifications and substitute occupations. For example under the group heading of "Accountant" appear analyses of certified public, cost, general accountants; auditor, comptroller, statistical and technical engineer, and general statistician.

Accountant Airplane Mechanic Architect Artist Auto Mechnaic Bacteriologist Baker and Cook Balloonist Banker and Broker Burber Blacksmith Boilermaker Bricklayer Brushmaker Businessman and Salesman Butcher Canvas Worker Carpenter Chauffeur Chauffeur, Heavy Truck Chemist and Chemical Worker Civil Engineer Clerical Worker Commercial Engineer Compressor Operator, Air or Gas Concrete or Cement Worker Construction Foreman or Superintendent Cooper Crane Operator, Hoistman Detective and Policeman Dog Trainer Draftsman

Electrician

Employment Manager

Engineer, Technical

Engineman and Fireman

Engraver, Stencil and Die

Factory Worker

Farmer

Farrier and Veterinarian

Fire Department Man

Fireman

Foundryman

Gas Plant Worker

Gasoline Engineman or Repairman (not Auto)

Gunsmith, Armorer

Heating and Ventilating Engineer

Horseman

Hydraulic Press Operator

Inspector

Instrument Maker and Repairer

Interpreter

Laborer

Laundry Man

Lawyer

Leather Worker

Lineman and Cableman

Lumberman

Machinist and Mechanic

Mariner and Boatman

Mathematician, Expert

Medical Man

Merchant, Jobber and Wholesaler

Metal Finisher

Millwright

Miner, Quarry Worker

Mule Packer

Munition Worker

Musician, Band

Painter

Photographer

Physicist

Pigeon Fancier

Pine Fitter

Plasterer

Printer

Psychologist

Purchasing Agent

Railroad Operating Man

Refrigeration Operator Rigger and Cordage Worker

Road Worker

Rubber Worker Sanitarian Sheet Metal Worker Stenographer and Typist Stevedore, Cargo Handler Stock (Store) Keeper Structural Steel Worker Surveyor Tailor Teacher Telegrapher and Wireless Operator Telephone Man Transportation Man Undertaker Upholsterer and Trimmer Water Supply Man Welder, Cutter Writer

APPENDIX C1

BOOKS

Allen, Frederick J. Business employments. New York, Ginn & Company, 1916—81.64

Valuable analysis of commercial occupations with reference to any business.

Allen, Frederick J. Advertising as a vocation. New York, Macmillan, 1919—\$2.00

One of the best occupational studies in print. Should be used by counsellors and students.

Allen, Frederick J. A guide to the study of occupations. Harvard University Press, 1921—\$2.50

An annotated bibliography and classified reading list covering occupational information and related subjects. The classified lists are suggestive, but the annotations are not uniformly valuable and hence are not safe guides in determining the relative value of references.

Bloomfield, Meyer. Readings in vocational guidance. New York, Ginn & Company, 1915—\$3.25

A collection of articles written prior to 1915. Valuable from historical point of view.

Brewer, J. M. The Vocational Guidance Movement. Macmillan, 1919.

A treatment of the problems and possibilities.

Brewster, E. T. Vocational guidance for the professions. Rand McNally, 1917.

General readings on professional opportunities and requirements. Should be used for critical evaluation by college students.

Carlton, William. One way out. Boston, Small, Maynard & Company, 1911.

An able presentation of many of the problems faced by middle class families in attempting employment adjustment. A good basis for discussion of guidance problems.

Crawford, L. W. Vocations within the Church, \$1.25. Abingdon Press.

Davis, Jesse B. Vocational and moral guidance. New York, Ginn & Company, 1914.

Presents details of one of the early attempts at guidance, especially through library and English.

This list was prepared by Professor E. H. Filbey, Chicago University, and brought down to date by the author.

Davis, Ray; and Getchell, F. G. Stories of the day's work. New York, Ginn & Company, 1921.

A splendid collection of literary selections, bearing on work relationships. Valuable for English classes in parttime and vocational schools. Splendid example of project and problematic text material.

Fish, E. H. How to manage men. New York, Engineering Magazine Company, 1920.

Discussion of the relations between employees and employers. Calls attention to many employment and training problems which interest junior guidance and placement workers.

Frankel, Lee; and Fleisher, Alexander. The human factor in industry. New York, Macmillan, 1920, \$3.00.

A general presentation of modern production problems from the point of view of recognition of the "human" factor. Less readable than Monroe, "Human Factor in Education," but splendid reference.

Gibb, Spencer James. Boy work, exploitation or training? London, T. F. Unwin, Ltd., 1919.

Conservative social point of view. Discusses character of boy workers, choice of work; gives English system of Juvenile Employment Exchanges, etc.

Gowin, E. B. and Wheatley, W. A. Occupations. New York, Ginn & Company, 1916.—\$1.48

Intended as an occupational study text and subject to the criticisms common to such publications. Very general discussion and limited basic information. Also lacks adequate suggestion for successful teaching practice.

Hollingworth, H. L. Vocational psychology. New York, Appleton, 1916.

In addition to general reference material, carries helpful chapters on "self analysis," and comparative rating practices. Criticises pseudo-systems of guidance.

Kilduff, E. A. How to choose and get a better job. Harper, 1921. How to go after a job through interview or advertisement.

Latham, Harold S. Jimmy Quigg, office boy. New York, Macmillan, 1920—\$1.60

An interesting story written by a man who knows junior employment problems. Affords a splendid background for discussion of the causes for junior success or failure.

Lescohier, Don D. The labor market. New York, Macmillan, 1919—\$2.25

An elaborate presentation of the problems of the labor market and the agencies which are attempting to control it. The author knows the employment problem, has been officially connected with public first hand information. Somwhat lacking in unity and condensation.

Link, Henry C. Employment psychology. New York, Macmillan, 1919—\$2.50

Presents in one volume representative material on the application of psychology to personnel problems in industrial plants.

Lowe, Frank M. Religious Vocations. United Society of Christian Endeavor, Boston, 1921—\$1.40

This is a very comprehensive review of opportunities within the Protestant denominations.

McAndrew, William. The public and its school. New York, World Book Company, 1916.—\$.60

No high school teacher or counselor can afford to miss reading this book.

Macmillan's Vocational Series

The Young Man and the Law—S. E. Baldwin The Young Man and Teaching—Henry B. Wright

Morris, John Van Liew. Employee training. New York, Mc-Graw-Hill Company, 1921—\$3.00.

A survey of training provisions in industrial plants, based on personal visitation. Critical comparson and evaluation of present practices.

Reed, Anna Y. and Woelpper, Wilson. Junior wage earners. New York, Macmillan, 1920—\$1.24.

Presents the point of view and program of the Junior Division of the United States Employment Service.

Richards, C. Man of to-morrow. \$2.00, Crowell, 1920.

Scribners Vocational Series. \$1.25 each.

The Engineer—Hammond The Teacher—Pearson

The Newspaper Man—Williams

The Ministry

Trabue and Stockbridge. Measure your mind. Doubleday Page & Co. 1920.

U. S. Army Trade Specifications and Occupational Index. War Department Document 774.

Weaver, Daniel W. and Weaver, E. W. Medicine as a profession. New York, Barnes Company, 1917—\$1.20

A model study in occupational research.

Weaver, E. W. and Byler, J. F. Profitable vocations for boys. Chicago and New York, Barnes Company, 1915—\$1.12

Subject to the same criticism and commendation indicated for Gowin and Wheatley.

Weaver, E. W. Vocations for girls. New York, Barnes Company, 1913—\$.96

Same as preceding.

Weaver, E. W. Bulletins and charts. Address Junior Division, U. S. Employment Service for complete series which is available for use in normal schools and colleges. Those desiring individual copies should write to E. W. Weaver, 347 Madison Avenue, New York City. Occupational Readjustment and Distribution of Labor Recruits are referred to in the references.

Summary of Mr. Weaver's experience in counseling and placing young men and young women in New York City. The present practical material of value to all students of guidance and employment problems.

Whitehead, Harold. Your job. New York, Biddle, 1920.
Inspirational material which can be used to good advantage by skillful teachers or counselors. Also contains some practical pointers for young workers.

Yerkes and Yoakum Army Mental Tests, Henry Holt, 1920

BULLETINS

BUREAU OF EDUCATION

Vocational guidance and the public schools. Ryan, W. Carson. Superintendent of Public Documents, Washington, D. C. Bulletin 1918, No. 24, Bureau of Education (Out of print) Statistics of State school systems, 1917-1918 Bonner, H.R. Superintendent of Public Documents, Washington, D.C. Bulletin 1920, No. 11

Vocational guidance in secondary education. Sperintendent of Public Documents, Washington, D. C. Bulletin 1918, No. 19.

CHILDREN'S BUREAU

Scholarships for children.

Children's Year Leaflet No. 9, Bureau Publication No. 51. Superintendent of Public Documents, Washington, D. C.

The employment-certificate system.
Children's Year Leaflet No. 12, Bureau Publication
No. 56, Superintendent of Public Documents, Washington, D. C.

The states and child labor.

Children's Year Leaflet No. 13, Bureau Publication
No. 58, Superintendent of Public Documents, Washington, D, C

Industrial Instability of child workers.

Woodbury, Robert Morse. Industrial Series No. 5, Bureau Publication No. 74. Superintendent of Public Document, Washington, D. C.

Administration of child labor laws. Bird,
Francis Henry and Merritt, Ella Arvilla. Industrial
Series No. 2, Part 3, Bureau Publication No. 41
Superintendent of Public Documents, Washington,
D. C.

Administration of child labor laws. Sumner,
Helen L. and Hanks, Ethel E. Industrial Series No.
2, Part 2, Bureau Publication No. 17.
Superintendent of Public Documents, Washington,
D. C.

Administration of child labor laws. Sumner,
Helen L. and Hanks, Ethel E. Industrial Series No.
2, part 1, Bureau Publication No. 12.
Superintendent of Public Documents, Washington,
D. C.

Federal Board for Vocational Education
Opportunity monograph series.
Employment management series.
Survey of junior commercial occupations, Bulletin No. 54

Monthly Labor Review Bureau of Labor Statistics, Department of Labor, Washington, D. C. Jan. 1921 (Working Children of Boston)

Cleveland Survey, Industrial and Business Series—The Survey Committee of the Cleveland Foundation, Cleveland, Chio

Private Commercial Schools, Manhattan and the Bronx. The Public Education Association of the City of New York, 1918.

National Association of Corporation Schools. Bulletins available in large libraries.

National Association of Corporation Schools. Year Book. Available in large libraries.

Proceedings of Industrial Relations Association of America, 1920, F. C. W. Parker, Secretary, 19 South LaSalle St., Chicago, Ill.

The Personnel System of the U. S. Army. Volumes 1 and 2. Superintendent of Public Documents, Washington, D. C 1919—\$1.00

Douglas, Dorothy W. American Minimum Wage Laws at Work. American Economic Review, December, 1919. Reprint

- in National Consumers' League, also in Common's "Trade Unionism and Labor Problems."
- The Compulsory Part Time School. Bulletin No. 212, May 1920, Department of Education, University of Michigan.
- Foreman Training. Training and Dilution Service, U. S. Department of Labor, Bulletin No. 36.
- Vocational Advice for College Students. Bulletin of Oberlin College. New Series No. 142, Oberlin Ohio—1918—\$.30

 A compilation of carefully selected articles on letters from secialists which contain valuable information for those in training for professional service.
- Wright, J. C. Vocational Education in the Pulp and Paper Industry. Paper Trade Journal, New York City (reprint)

 Contains splendid material on job analysis together with training requirements.

PERIODICALS

- The American Economic Review. The Economic Review Co., New Haven, Conn.
- Annals of the American Academy. Rumford Building, Concord, N. H.
- Education. The Palmer Co., 120 Boylston St., Boston, Mass.
- Factory. A. W. Shaw Company, Wabash Avenue and Madison St., Chicago, Ill.
- Industrial Arts Magazine. Bruce Publishing Company, Milwaukee, Wis.
- Industrial Management. The Engineering Magazine Company, 120 West 32nd St., New York, N. Y.
- Manual Training Magazine. Manual Arts Publishing Company, Peoria, Ill.
- Mental Hygiene. National Committee for Mental Hygiene, 27 Columbia St., Albany, N. Y.
- School Review. The University of Chicago, Chicago, Ill.
- School Life. Bureau of Education, Department of Interior, Washington, D. C.
- System. A. W. Shaw Company, Wabash Avenue and Madison St., Chicago, Ill.
- The Survey. Survey Associates, Inc., 112 East 19th St., New York, N. Y.
- The Vocational Summary. Federal Board for Vocational Education, Washington, D. C.

APPENDIX D

METHOD FOLLOWED IN OBTAINING A TRADE TEST

(From an unpublished document: "Some Empirical Tests in Vocational Selection," by Herbert W. Rogers.)

- 1. Investigation and collection of trade data. An investigation is made into the conditions of the trade to determine; (a) the feasibility of a tst in the trade, in one instance it was found that the trade of gunsmith was not a recognized trade, though there were gun repairers; (b) the elements which require and permit of testing or can men be graded in the trade according to degrees of skill, in some trades it has been found that the trade required simply the performance of a single act of operations and there were no gradations among the members of the trade; (c) the kinds of tests that can be used, some trades such as truck driving are mainly matters of skill and for them performance tests are better than oral or written tests. Other trades such as interior wiring and power plant operation are mainly matters of knowledge. For these trades oral and picture tests are better. After having discovered by inquiry that the trade is a recognized trade and can be tested, all the information necessary is collected in the field from all available sources, such as experts of the trade, trade union officials, literature of the trade, trade school authorities, employers and the like.
- 2. Compiling the question. As a result of the information collected a number of questions, usually forty to sixty are compiled, each of which calls for an answer which shows knowledge of the trade. The experience of the formulators of trade tests has shown that a good question meets tre following requirements.

 (a) It must be in the language of the trade. (b) It must be a unit. complete in itself and requiring no explanation. (c) It is not a chance question that could be answered by a good guess.

 (d) It must be as short as possible and must be capable of being answered by a very short answer. (e) It must not be ambiguous
- 3. Preliminary sampling. After the large number of questions originally formulated has been sifted down by the application of the requirements listed in the preceding paragraph they may be used in a preliminary sampling on a number of tradesmen whose answers indicate the merit of the different questions and their grades of difficulty. In this sampling tradesmen from different shops or plants are tried, in order to guard against specialized methods or modes of expression confined to a single locality.
- 4. Revision and formulation. The preliminary sampling affords a means of checking on the following points. (a) Is the test applicable to trade conditions? (b) Does the test represent good trade practice? (c) In what way can parts be profitably

modified, supplemented or eliminated? (d) Does the test represent the whole range of the trade from the novice to the expert? (e) Is it is representative sampling of the whole range of trade processes? In the light of the answers to these questions the test is revised and then formulated.

- 5. Final sampling. Final sampling is made by testing twenty men who are known to be typical representatives of each group (novice, apprentice, journeyman, expert). Among the novices tested are usually some highly intelligent and mature men of good general knowledge but no trade ability. Statistical treatment of the results and of the answers to each question enables the determination to be made of a relative value of each individual question and the selection that makes a proper balance.
- 6. Evaluation. If a trade test is good, a known expert, when tested, is able to answer all, or nearly all, the questions correctly; a journeymen is able to answer the majority; an apprentice a smaller part; and a novice practically none. This does not mean that each question should be answered correctly by all the experts, a majority of the journeymen, some apprentices and no novices. There are a few questions which show this result. Other types of questions, however, are more common. Some show a distinct line of cleavage between the novice and the apprentice. Novices fail, but apprentices, journeymen and experts alike answer correctly. There are likewise questions which are answered correctly by nearly all the journeymen and experts, but only a few apprentices and also questions that only an expert can answer. Each type of question has its value in a good test. The main requirement is that the tendency of the curve of distribution of the scores should be upward. A question that is answered correctly by more journeymen than experts or more apprentices than journeymen is undesirable and is at once discarded. A proper balance is made of the others.
- 7. Calibration. As each question is allowed four points, it became necessary to determine how many points should indicate an expert, how many a journeyman, etc. This is accomplished by noting how many points were scored by the known experts and the known journeymen when they were tested. Ordinarily the expert scores higher than the journeyman, and the journeyman higher than the apprentice. It frequently happens that a few journeymen score as high as the lowest of the experts and a few apprentices as high as the lowest journeyman. There are consequently certain overlappings between the classes. In calibrating, the object is to draw the dividing line between classes so that the overlapping shall be as small as possible. When these dividing lines, or critical scores have been established the test is ready to be applied.

APPENDIX E

Suggested form for tabulating "live" data on occupations of a given city for comparison with previous records taken from census reports.

OCCUPATIONAL STATISTICS HARRISBURG PENNA.

Population increased 1900-1910 27.9% 1910-1920 18.3%		Pe	op. 191 192	10 64, 20 75,	
//	19			10	
Destancianal Samian	М.	F.	М.	F.	
Professional Service	10		0.1	.1	
Actors and showmen	18		$\frac{24}{15}$	4 2	
Architects	20	4	21	8	
Artists, sculptors and teachers	20	4	34	8	
Authors, editors and reporters			04	0	
Chemists, assayers and metallur-			31		
gists Civil and Mining engineers and			91		
surveyors			92		
Clergymen	95	6	114		
Dentists	$\frac{25}{25}$	O	36		
Designers, draftsman and inventors			132	1	
Lawyers, judges and justices	90	1	86	_	
Musicians and teachers of music	27	$5\overline{5}$	44	92	
Physicians and surgeons	93	7	133	9	
Practical nurses			8	88	
Teachers	51	238	50	292	
Trained nurses			1	57	
Veterinary surgeons			7		
Other professional pursuits			50	27	
-					
Total	419	311	878	588	
Proprietors					
Transfer companies			40		
	677	25	1139	70	
Real estate agents and officials			66		
Bankers, brokers and money lenders	25		58	3	
Farmers			õ		
Garage keepers and managers			3		
Gardners, florists, fruit growers					
and nurserymen			21		
Livery stable keepers and managers			17		
Manufacturers and officials		4	194	4	
Wholesale dealers	26		54	1	
TD + 1	010		1 505		
Total	810	29	1597	78	

	190 M.	00 F.	M.	910 F.
Managers and Superintendents				
Transportation foremen and over- seers			23	4
Railroad officials and superintendents			59	
Factory Managers and superinten-				
dents			134	
Mine operators, officials and managers			2	
Foremen of livery and transfer companies			15	
			200	_
			233	4
Public Service			อา	
Firemen		ı	21	
Guards, watchmen and doorkeepers			87	
Policemen			79	
Soldiers, sailors and marines			7	
Other pursuits			16	1
Marshals, sheriffs and detectives			28	
Officials and inspectors (city and county)			46	
Officials and inspectors, (state and				
United States)			43	_
Total			327	1
TOTAL			0	-
Clerical Service				
Bookkeepers, cashiers and accoun-				
tanta	106	83	227	189
tants Clerks (except in stores)	916	133	1176	179
Stenographers and typewriters	64	71	112	322
Stenographers and typewriters		- 11	112	
Total 1	1086	287	1517	690
Sales				
Clerks in stores			239	126
Commercial travelers			214	3
			214	U
Floorwalkers, foremen and over-			242	2
seers			4	-au
Inspectors, gaugers and samplers			126	1
Insurance agents and officials	4.40	017		259
Salesmen and saleswomen	440	217	566	353
Total	440	217	1173	485

	1900 M. F.	M.	910 F.
Transportation		2121	
Sailors and deckhands		16	
Carriage and hack drivers		18	
Chauffeurs		41	
Draymen, teamsters, expressmen		281	
Baggagemen and freight agents		60	
Boiler washers and engines hostlers		107	
Brakemen		809	
Conductors (steam)		466	
Conductors (street)		$\begin{array}{c} 87 \\ 127 \end{array}$	
Foremen and overseers		54	
Hostlers and stable hands		$\begin{array}{c} 54 \\ 587 \end{array}$	
Locomotive engineers Locomotive firemen		445	
3.5		95	
Switchmen, flagmen and yardmen		388	
Ticket and station agents		11	
Express agents		5	
Express messengers and railway			
mail clerks		130	
Mail carriers		55	
Telegraph and telephone linemen		36	
Telegraph messengers		19	
Telegraph operators		96	7
Telephone operators		3	81
Other transportation		257	
Total		4193	88
Skilled Service			
Apprentices		193	24
Bakers	142 2	116	3
Blacksmiths, forgemen and ham-			
	183	193	
	153	181	
Builders and contractors		191	1
	100	18	
Cabinet makers	23	22	
	443	463	
Compositors, linotypers and type-		107	0
setters	60	161	2
Coopers	69	31	1
Decorators and window dressers	1 410	8	107
Dressmakers and seamstresses	4 412 7 3	9	467
Dyers	1 3	$\frac{3}{155}$	
Electricians and electrical engineers		199	

1900 M. F.	1916 M. F.
Agents, canvassers and colletors	11 12
Electrotypers, stereotypers and li-	
9 1	10
Engineers (mechanical)	18
	73
0	1
Filers, grinders, buffers and poli-	18 1
	30
Foremen and overseers 25	
Furnacemen, smeltermen, heaters,	
pourers 18	66
Jewelers, watchmakers, goldsmiths	
	9
Loom fixers	2
Machinists, millwrights, tool	
makers 509 70	
Mechanics 37	
Millers (grain, flour, feed, etc.) 28 Milliners and millinery dealers 119	5 3 150
Molders, founders and casters 149	
	()
Painters, glaziers, varnishers, etc. 243 1 22	
	9
	4 1
Photographers	4 4
Plasterers 48	5
Plumbers and gas and steam	
fitters 139 18	
Pressmen (printing) 4	
Rollers and roll hands 11	
	9
Sawyers Sewers and sewing machine opera-	6
	6 268
Shoemakers and cobblers 8	
(21 :11 1	6 1
Stonecutters 1	_
	4
Tailors and tailoresses 9	0 48
Tinsmiths and coppersmiths 8	ī
Undertakers 18 1 2	
Upholsterers 2	5
Total 2181 538 451	7 1029

	M.	.900 F.	М.	1910 F.
Semiskilled Service				
Chemical industries			1	4
Cigar and tobacco factories			77	722
Clay, glass and stone			16	
Clothing industries			10	56
Food industries			38	16
Harness and saddle industries			7	
Iron and steel industries			947	13
Other industries			108	153
Liquor and beverage industries			27	1
Lumber and furniture industries			26	7
Paper and pulp industries			- C	i
			44	49
Printing and publishing			147	137
Shoe factories			15	163
Textiles				
Beamers, warpers and slashers			1	19
Other pursuits			21	6
			7 400	1045
Total			1485	1347
Domestic Service				
Attendants and helpers			18	7
Barbers, hairdressers, manicurists	181	3	207	15
Bartenders and saloonkeepers	89		1107	
Billiard room, dance hall, skating				
rink, etc			11	
Boarding and lodging house keepers	7	95	11	245
Bootblacks	-		15	
Charwomen and cleaners			13	51
771			36	() I
ww : 1 1 1	62		76	3
	() _m		21	242
Housekeepers and stewards			133	31
Janitors and sextons			2	254
Launderers and laundresses			<u>ئ</u>	£-1°±
Laundry owners, officials and			21	100
Laundry operatives				160
managers			22	1
Restaurant, cafe and lunch room	20	0	4.4	1 ~
keepers	20	3	44	15
Servants and waiter	372	1258	460	1491
		1050	100.	0515
	167	1359	1202	2010
Laborers			70	
Agriculture	75		78	00
Manufacturing			1779	30
Transportation			1809	26
-				
	74		3666	56

Form A

APPENDIX F

PSYCHOLOGICAL GROUP EXAMINATION FOR VOCATIONAL PURPOSES.

Nai	nePhone	.Date
	idence AddressOccup	
	eviation of Army "Alpha" Arranged by H. D. Fryer,	
	TEST 1	
1.		
2.	1 2 3 4 5 6 7	8 9
€}.	4	Tests Raw Wdt Score 1 2 3 3
5.	YES NO	5 6
6.		7
7.	ABCDEFGHIJKLMNOP	Total
		Rate
7.		M. A
	EXECUTIVE CLERK LABORER	
9.	34-79-56-87-68-25-82-47- 27-31-64-93-71-41-52-99	
10.		
1.	7F /4 (3)/5A (8) (3) /6	(9B) 2
2	1 2 3 4 5 6 7	8 9

Form A

TEST 2

Get the answers to these examples as quickly as you can.

Use the side of this page to figure on if you need to.

SAM	PLES How many are 5 men and 10 men? Answer 1	(15)
	hours how far do you walk?Answer	(12)
1	How many are 50 tents and 8 tents?Answer	()
2	If 40 men are divided into gangs of 8, how many gangs will there be?Answer	()
3	A man walks 7 miles and returns 2 miles. How far is he from his first position?Answer	()
4	How many pencils can you buy for 30 cents at the rate of 2 for 5 cents?	()
5	If you buy 2 packages of tobacco at 7 cents each and a pipe for 55 cents, how much change should you get from a two-dollar bill?	()
6	A dealer bought some mules for \$1,000. He sold them for \$1,200, making \$20. on each mule. How many mules were there?Answer	()
7	A boy spent one-eighth of his spare change for post cards and four times as much for a box of letter paper, and then had 30 cents left. How much money did he have at first?	()
8	A ship has provisions to last her erew of 800 men 4 months. How long would it last 1,200 men?	()
9	A submarine goes 10 miles an hour under water and 20 miles an hour on the surface. How long would it take to cross a 100-mile channel if it has to go one-fifth of the way under water?Answer	()
10	A certain division contains 4,000 artillery, 15,000 infantry, and 1,000 cavalry. If each branch is expanded proportionately until there are in all 22,000 men, how many will be added			
	to the artillery?Answer	()

TEST 3

This is a test of common sense. Below are eight questions. Three answers are given to each question. Your are to look at the answers carefully; then make a cross before the best answer to each question as in the sample:

(Why do we use stoves? Because (.....they look well (... x ... they keep us warm (.....they are black Here the second answer is the best one and is marked with a cross. Begin with No 1 and keep on until time is called. Why are chairs made of wood? Becausewood is cheap and lightwood burnswood is easily broken If it rains when you are starting to go for the doctor, what should you do?stav at hometake an umbrellawait until it stops raining If you find a man who has hanged himself, you shouldsend a notice to the papertake him homecall a doctor or the police 4 If while in the woods you get bitten by a rattlesnake, you shouldkill the snakesuck the poison from the woundrun back home and get some whiskey 5 Why should all parents be made to send their children to school? Becauseit prepares them for adult lifeit keeps them out of mischiefthey are too young to work 6 Electric lights are better than gas lights because electricitymakes a white lightis safer and more convenient

.....is cheaper

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- 7 Five P. M. is the rush hour on street cars because
 work people are going home at that hour
 so many people live in the suburbs
 street cars are the best cheap means of transportation
- 8 You should not give money to beggars on the street because
 -it makes it hard for the beggars to get work
 it takes away the work of organized charities
 it encourages living off others

TEST 4

If the two words of a pair mean the same or nearly the same, draw a line under SAME. If they mean the opposite or nearly the opposite draw a line under OPPOSITE. If you cannot be sure, guess. The two samples are already marked as they should be.

	(Good—had Same-onne	site
βA	$ooknote{MPLES} \left\{ egin{array}{lll} Good—bad & Same-oppe \\ Little—small & Same-oppe \\ \end{array} ight.$	site
1	White—blacksame—opposite	Ī
2	flat—levelsame—opposite	•)
3	accept—takesame—opposite	3
4	asleep—awakesame—opposite	4
5	pigmy dwarfsame -opposite	õ
6	concede—denysame -opposite	6
7	congregate—assemblesame—opposite	7
8	appeal—beseechsame—opposite	8
9	amiable—surlysame—opposite	9
10	convoke—dismisssame—opposite	10
11	dearth—scarcitysame—opposite	11
12	hoax—deceptionsame—opposite	12
13	irksome—refreshingsame—opposite	13
1.4	momentous—immaterialsame—opposite	1.4
1.1	indict—arraignsameopposite	1.5
16	essential—fundamentalsame—opposite	16
17	myopia—hyperopiasame—opposite	17
18	amenable—tractablesame opposite	18
19	obdurate—stubbornsame opposite	19
20	preamble—perorationsame opposite	20

TEST 5

The words A EATS COW GRASS in that order are mixed up and don't make a sentence; but they would make a sentence if put in etthe right order A COW EATS GRASS, and this statement is the right order A COW EATS GRASS, and this statement is true:

Again, the words HORSES FEATHERS HAVE ALL would make a sentence if put in the order; ALL HORSES HAVE FEATHERS, but this statement is false.

Below are twelve mixed-up sentences. Some of them are true and some are false. When I say "go," take these sentences one at a time. Think what each would say if the words were straightened out, but don't write them yourself. Then, if what it would say is false, draw a line under the word false." If you cannot be sure, guess. The two samples are already marked as they should be, Begin with No. 1 and work right down the page until time is called.

	(a eats cow grass <u>true</u> —false	
	(Horses feathers have alltrue—false	
1	Dogs meat eattrue—false	1
2	trees the fish in swimtrue—false	2
3	money carry always for mentrue—false	3
4	flag the English same the as is the Americantrue—false	4
5	young nurse their catstrue—false	5
6	property floods life and destroytrue—false	6
7	time in soldiers war trees in sleeptrue—false	7
8	true bought cannot friendship betrue—false	8
9	judges just all be to oughttrue—false	9
10	happiness source of always a crime istrue - false	10
11	brings avarice man friends atrue—false	11
12	and emotions sorrow similar grief aretrue-false	12

Ì	٦١	H.	S	r	1	6	3

	$\int_{0}^{\infty} 2$	4	6	8	10	12	14	16
	9	8	7	6	5	4	3	2
SAMPLES .	2	2	3	3	4	4	5	- 5
	1	7	2	7	3	7	$\overline{4}$	7
								-

Look at each row of numbers below, and on the two dotted lines write the two numbers that should come next.

2	3	4	5	6	7	
5	10	15	20	25	30	
6	9	12	15	18	21	
3	7	11	15	19	23	
25	25	21	21	17	17	
21	18	16	13	11	8	
3	4	6	9	13	18	
25	24	22	21	19	18	
1	4	9	16	25	36	
15	16	14	17	13	18	

TEST 7

(Sky—blue : : grass—TABLE GREEN WARM BIG (fish—swims : : man—PAPER TIME WALKS GIRL (Day—night : : white—RED BLACK CLEAR PURE

In each of the lines below, the first two words are related to each other in some way. What you are to do in each line is to see what the relation is between the first two words, and underline the word in heavy type that is related in the same way to the third word. Begin with No. 1 and mark as many sets as you can before time is called.

1	bird—sings : : dog—Fire Barks Snow Flag	1
2	father—son : : mother—Aunt Nephew Daughter Sister	2
3.	engineer—locomotive : : chauffeur—Drive Auto Horse	
	Wagon	3
4	wrist—bracelet : : neck—Collar Leg Foot Giraffe	4
5	carpenter—house : : Shoemaker—Hatmaker Wax Shoe	5
6	quinine—bitter : : sugar—Cane Sweet Salt Beets	6
7	legs—man : : wheels—Spokes Carriage Tire Go	7
8	feather—float : : rock—Ages Hill Sink Break	8
9	fin—fish: : wing—Feather Air Bird Sail	9
10	food—man : : fuel—Engine Burn Coal Wood	10
11	poison—death: food—Eat Bird Life Bad	11
12	angels-heaven . : men-Earth Women Boys Paradise	12
13	prince—princess : king—Palace Queen President Kingdom	13
14	add—subtract : : multiply—Add Divide Arithmetic Increase	14
15		15
	birth - death : : planting—Corn Spring Harvest Wheat	
16	writer—books: Beehive—Honey Wasp Sting	16
17	behind—late : : before—After Soon Early Dinner	17
18	success—failure : : joy—Pleasure Sadness Work Fun	18
19	character—important : : complexion—Trivial Blonde Brunette Good	19
20	advise—command : : persuasion—Help Aid Urging Compulsion	20

FORM A TEST 8

Notice the sample sentence:

People hear with the EYES EARS NOSE MOUTH

The correct word is EARS, because it makes the truest sentence. In each of the sentences below you have four choices for the last word. Only one of them is correct. In each sentence draw a line under the one of these four words which makes the truest sentence. If you cannot be sure, guess. The two samples are already marked as they should be.

SAMPLES { People hear with the EYES EARS NOSE MOUTH France is in EUROPE ASIA AFRICA AUSTRALIA

1	Bull Durham is the name of a Chewing-Gum, Aluminum-	
	Ware, Tobacco, Clothing	
2	The merino is a kind of Horse, Sheep, Goat, Cow	6
3	Garnets are usually Yellow, Blue, Green, Red	
4	George Ade is farmous as a Baseball-Player, Comic-Artist,	
	Actor, Author	4
5	Laura Jean Libby is known as a Singer, Suffragist,	
	Writer, Army Nurse	Į.
6	Alfalfa is a kind of Hay, Corn, Fruit, Rice	(
7	Harvard University is in Annapolis, Cambridge, Ithaca,	
	New Haven	7
8	Pearls are obtained from Mines, Elephants, Reefs,	
	Oysters	8
9	The penguin is a Bird, Reptile, Insect	É
0	Peruna is a Disinfectant, Food Product, Patent Medicine,	
	Tooth Paste	10
1	The howitzer is a kind of Musket, Sword, Cannon, Pistol	11
2	Cerise is a Color, Drink, Fabric, Food	12
3	Pongee is a Food, Dance, Fabric, Drink	13
4	Joseph Choate was a Merchant, Engineer, Lawyer,	
	Scientist	14
5	Henry VIII's wives numbered 4 5 6 7 8 9	15
6	Portia is in Vanity Fair, Romola, Christmas Carol,	
	The Merchant of Venice	16
7	Homicide is a term used in Medicine, Law, Theology,	
	Pedogogy	17
8	Lob is a term used in Football, Hockey, Golf, Tennis	18
9	The ohm is used in measuring Rainfall, Windpower,	
	Electricity, Water Power	18

Bile is made in the Spleen, Kidneys, Stomach, Liver...

EDWARD L. HALL VITA

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